SOUTH CAROLINA ACADEMIC STANDARDS FOR MODERN AND CLASSICAL LANGUAGES

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Contents

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State Modern and Classical Languages Panel

The members of the state modern and classical languages committee reviewed and recommended revisions to the 1999 standards document, *South Carolina Foreign Language Curriculum Standards:*

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Marty Abbott, ACTFL director of education, assisted the team of content analysts who provided rigorous, high-quality grade-level indicators for South Carolina's standards on the basis of national and state standards documents.

Dr. Lorin W. Anderson

Dr. Anderson, of the College of Education at the University of South Carolina, designed the revised taxonomy for learning. He is coeditor, with David R. Krathwohl, of *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon, 2001).

State Department of Education

This standards document was developed under the direction of Lucinda Saylor, deputy superintendent, Division of Curriculum Services and Assessment, and Ruta Couet, education associate for modern and classical languages.

Introduction

The national content standards for the teaching and learning of foreign languages in kindergarten through grade twelve are those established by the National Standards in Foreign Language Education Project—an eleven-member task force representing a variety of languages, program models, geographic regions, and levels of instruction and funded by a grant from the United States Department of Education and the National Endowment for the Humanities. These standards, which were first published in 1996 in the document titled *Standards for Foreign Language Learning in the 21st Century,* have been adopted by the South Carolina Department of Education as the academic standards for modern and classical languages in the state's public schools. The material in the *South Carolina Academic Standards for Modern and Classical Languages* is therefore conceived and organized according to these national standards and their five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

State Department of Education (SDE) professional staff, working in collaboration with members the state modern and classical languages committee to create this document, utilized not only the national standards document in its second edition—*Standards for Foreign Language Learning in the 21st Century* (Lawrence, KS: National Standards in Foreign Language Education Project, 1999)—but also a number of other publications, including the following:

- *ACTFL Performance Guidelines for K–12 Learners* (Yonkers, NY: American Council on the Teaching of Foreign Languages, 1999)

- K–12 world-language standards documents published by several states:

  2005 Connecticut World Language Curriculum Framework
  http://www.state.ct.us/sde/DTL/curriculum/WLFv2.doc

  Challenge for a New Era: Nebraska K-12 Foreign Language Frameworks
  http://www.nde.state.ne.us/forlg/Frameworks/Frameworks.pdf

  Latin IV Essential Curriculum (issued by Frederick County Public Schools, Frederick, MD)
  http://www.fcpsteach.org/docs/latin_IV.pdf

  New Jersey World Languages Curriculum Framework: A Document in Support of the Core Curriculum Content Standards for World Languages
  http://www.state.nj.us/njded/frameworks/worldlanguages

  Wisconsin's Model Academic Standards for Foreign Languages
  http://www.dpi.state.wi.us/standards/pdf/fl.pdf

- *Standards for Classical Language Learning*, by Richard C. Gascoyne et al. (Oxford, OH: American Classical League, 1997)

- *Understanding by Design*, by Grant Wiggins and Jay McTighe, 2nd edition (Alexandria, VA: Association for Supervision and Curriculum Development, 2005)

A field review of the first draft of the South Carolina standard document was conducted from April through May 2006, and feedback from that review was incorporated into the document. The edited draft was presented to the State Board of Education for first and second readings on November 8, 2006, and December 13, 2006, respectively.

Procedures for the formal review of South Carolina's academic standards by the Education Oversight Committee and the SDE and the formal approval of the standards by the State Board are published in the document *Procedures for the Cyclical Review of Current South Carolina K–12 Academic Standards and for the Development of New Academic Standards*, available online at http://ed.sc.gov/agency/offices/cso/documents/2006_ProceduresReviewofStandards.doc.

South Carolina Academic Standards Documents

Beginning with the 2004 social studies standards document, the state-approved expectations for students in South Carolina are called *academic standards* rather than *curriculum standards*. In accordance with the South Carolina Educational Accountability Act of 1998, the purpose of the state's issuing academic standards is to provide the basis for the development of local curricula. It is important to stress, however, that the academic standards and performance indicators in this document are not sequenced for instruction; do not prescribe instructional strategies, materials, or practices; and do not constitute a curriculum. Instead, the document describes what every student of modern and classical languages should know and be able to do throughout an articulated language program.

Revised Standards Document for Modern and Classical Languages

The *South Carolina Academic Standards for Modern and Classical Languages* modifies the format and content of South Carolina's 1999 standards document for modern and classical languages in several particulars:

A. The first part of both main sections (modern languages and classical languages) presents all the indicators for each standard across the three language-learning stages simultaneously in chart form. The second part of both main sections presents all the standards and indicators for each of the three stages individually.

B. An overview describing each stage of language learning precedes sections containing the stage-specific standards and indicators.

C. The number of performance indicators has been reduced. The indicators now reflect a progression in performance from one stage of language learning to the next.

D. Each standard is preceded by an essential question designed to focus on the big picture that frames the standard. It is not answerable by a single response but is intended to lead to inquiry and transfer by both the teacher and the student.

E. All terms defined in the glossary are rendered in boldface type in the running text of the document.

F. Sample instructional activities are included for all of the indicators for every standard.

Modern and Classical Languages Curriculum Support Documents

The SDE will develop curriculum support documents after the State Board adoption of these standards. School districts, schools, and teachers should use those documents when constructing a standards-based curriculum, adding or expanding topics and organizing content to fit their students' needs. The support document will include materials and resources such as

- sample units incorporating performance-based assessment;

- suggested rubrics for assessment;

- listings of resources including target-language Web sites, community organizations and groups, and sources of **authentic** materials;

- appropriate instructional strategies for performance tasks;

- documents relating to issues affecting modern and classical language instruction; and

- guidelines for effective elementary, middle, and high school modern and classical language programs.

Definitions of Key Terms Used in This Document

- **Essential question.** A central issue that frames the overarching goal of a particular academic standard.

  All standards in each goal area in this document are preceded by an essential question. Grant Wiggins and Jay McTighe explain in *Understanding by Design* that an essential question is one "that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be either overarching or topical (unit-specific) in scope" (342).

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline.

  South Carolina's academic standards for the classical and modern languages are the national standards and are conceived in terms of the goal areas Communication, Cultures, Connections, Comparisons, and Communities. Each of the introductory essays for these goal areas in the modern languages is based closely on the explanations provided in the national standards document, *Standards for Foreign Language Learning in the 21st Century.*

  All of the statements of the academic standards themselves are taken verbatim from *Standards for Foreign Language Learning in the 21st Century* and are documented by page number. All of the standards statements are accompanied by contextual explanations that are also taken verbatim from the national standards document.

- **Indicators.** Specific statements of the knowledge, skills, and cognitive processes needed for a student to meet a stage-level standard.

  Due to the varying starting points in the sequences of language instruction in South Carolina, specific indicators for student performance formulated on the basis of grade levels are inappropriate. The state has therefore used the concept of the three language-learning stages introduced by the Nebraska Department of Education in the late 1990s—beginning, developing, and expanding—to organize its standards and to formulate its indicators for the modern as well as the classical languages. "The terms *beginning*, *developing*, and *expanding*," explains Nebraska, "emphasize the fact that language is a complex system and that skills are developed over a long period of time" (9).

  Regardless of whether the sequence begins in elementary, middle, or high school, the starting point for a student to move along the language-acquisition continuum is always the beginning stage. The later the sequence begins, however, the less likely it is that students will ever go beyond minimal functions in the language they study. Instructional sequences that begin in high school, in other words, cannot provide students with enough time to progress through the developing and expanding stages. Student performance in modern and classical languages is directly related to the length, intensity, and quality of the instruction the students receive.

  Many of the main verbs in South Carolina's indicators for the classical and modern language standards identify specific aspects of a cognitive process as described in the revised Bloom's taxonomy in appendix B of this document. This use of the new taxonomy will allow teachers to identify the kind of content (knowledge) addressed in an indicator (as factual, conceptual, procedural, or metacognitive) and will help teachers to align their lessons with both the content and the cognitive process identified in the particular indicator.

- **Sample activities.** Suggestions for instructional activities that educators can use in addressing the competencies identified in the indicators.

  The sample activities illustrate how students might acquire the knowledge and skills required by one or more indicators or how students might be asked to demonstrate their acquisition of those particular competencies. At least one sample activity is provided for every indicator.

- **Target language, target culture.** The target language is the language that the students in a given class are learning. The target culture is the life and character of the single country or the number of different countries where the target language is spoken as a native tongue.

Format of the Standards for the Three Stages of Language Learning

This is the heading on the page that contains the indicators for **standard 2** under the **fourth goal**, **Comparisons,** for students in the **developing** stage of learning a **modern language**.

MODERN LANGUAGES
Comparisons
DEVELOPING STAGE

This is the "**essential question**" that frames the particular goal.

Essential Question 4.2

How does learning another language enhance one's understanding of the nature of culture in general?

This is the **statement of the standard** and its contextual **explanation**, directly quoted from the National Standards in Foreign Language Education Project's *Standards for Foreign Language Learning in the 21st Century* and documented by page number. South Carolina has adopted the national standards as the state's academic standards for classical and modern languages.

Standard 4.2
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

D-4.2-1   Use the target language to compare the products of the target culture with those of his or her native culture.

D-4.2-2   Use the target language to compare behavioral patterns and perspectives in the target culture with those in his or her native culture.

D-4.2-3   Use the target language to compare practices that are particular to the target culture with those of his or her native culture.

These are the three **performance indicators** for the developing stage of **standard 4.2** for modern languages.

These are the **sample activities** for standard 4.2 for students in the developing stage. At least one sample activity is provided for every **indicator** of each of the standards for both classical and modern languages. The sample activities illustrate how students might be asked to demonstrate the competencies identified in the indicators or how they might be led to acquire those competencies.

Sample Activities for Standard D-4.2

D-4.2-1   Individual activity: The student compares the floor plan of a home in the United States to that of a home in a target-language country.

D-4.2-1   Group activity: The students create a T-chart containing information about circumstances that affect the decision of young adults to move out on their own in the target culture and in the United States.

D-4.2-3   Pair or group activity: The students compare dating practices in the target culture with such practices in their own community.

ACADEMIC STANDARDS FOR MODERN LANGUAGES

Communication

Studying a language does not automatically result in the development of one's ability to use that language in real situations. Because the acquisition of communicative competence in a language involves more than learning the elements of that language, even those who master its vocabulary and grammar may not be able to understand the language when they encounter it outside the classroom.

In order to communicate successfully in another language, learners must develop strategies to assist them in bridging the communication gaps that exist because of differences in languages and cultures. The language class provides a safe haven for learners to practice and work through the challenges that one encounters when communicating with speakers of other languages. Communicating successfully is a central goal of language learning.

The academic standard**s** in the Communication Goal are intended to furnish guidelines for the development of district curricula and classroom activities to provide students with ample opportunities for guided practice in the target language throughout the sequence of modern language instruction.

The essential questions framing the Communication Goal are these:

- What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue? (*interpersonal mode*—two-way communication in which meaning is negotiated by both parties)

- What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue? (*interpretive mode*—one-way communication in which a single party derives meaning from reading or listening without negotiation)

- What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue? (*presentational mode*—communication by way of a prepared written or oral statement that an individual has prepared in advance and edited)

COMMUNICATION
Interpersonal Mode

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue?

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-1 Indicate in the target language that he or she does not understand or cannot communicate a message adequately.	D-1.1-1 Use **circumlocution** and alternative phrasing in the target language when he or she cannot communicate a message adequately.	E-1.1-1 Employ **circumlocution** to communicate messages in the target language when he or she cannot communicate a message adequately.
B-1.1-2 Express basic courtesies in the target language and use appropriate behaviors.	D-1.1-2 Identify and respond appropriately in the target language to nonverbal cues.	E-1.1-2 Use the target language and the appropriate behaviors to initiate and sustain conversation.
B-1.1-3 Use the target language to give simple directions; understand simple directions given in the target language.	D-1.1-3 Use the target language to give directions and ask questions for clarification; understand directions given in the target language.	E-1.1-3 Use the target language to give directions for managing an unexpected situation; understand directions given in the target language for managing such a situation.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-4 Use the target language to exchange personal information (e.g., names, home addresses, telephone numbers, e-mail addresses) with others.	D-1.1-4 Use the target language to exchange information on topics of personal interest with others.	E-1.1-4 Use the target language to exchange opinions and beliefs with others.
B-1.1-5 Use the target language to express personal needs in familiar situations.	D-1.1-5 Use the target language to express personal needs in detail in predictable situations.	E-1.1-5 Use the target language to respond appropriately to unexpected circumstances and situations.
B-1.1-6 Use the target language to express personal likes, dislikes, agreement, and disagreement regarding familiar topics.	D-1.1-6 Use the target language to express personal preferences and opinions with supporting details.	E-1.1-6 Use the target language to express personal feelings and ideas for the purpose of persuading others.
B-1.1-7 Use the target language to ask and answer simple questions.	D-1.1-7 Use the target language to ask and answer complex questions and to provide and request clarification when needed.	E-1.1-7 Use the target language to ask and answer open-ended questions and to sustain conversation.

COMMUNICATION
Interpretive Mode

Essential Question 1.2

What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.2-1 Respond appropriately to simple directions and commands given in the target language.	D-1.2-1 Respond appropriately to more complex directions and commands given in the target language.	E-1.2-1 Respond appropriately to complex directions, instructions, and commands given in the target language.
B-1.2-2 Identify **aural**, visual, and **context clues** in **authentic** target-language materials, in both oral and written forms.	D-1.2-2 Use **aural**, visual, and **context clues** to derive meaning from **authentic** target-language materials, in both oral and written forms.	E-1.2-2 Apply diverse strategies to derive meaning and discern details from **authentic** target-language materials, in both oral and written forms.
B-1.2-3 Identify the main idea in **authentic** target-language materials, in both oral and written forms.	D-1.2-3 Identify the main idea and discern supporting details in **authentic** target-language materials, in both oral and written forms.	E-1.2-3 Interpret and analyze **authentic** target-language materials, in both oral and written forms.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.2-4 Understand information on familiar topics that is conveyed in the target language in sentence-level oral and written presentations.	D-1.2-4 Understand information on a variety of topics that is conveyed in the target language in paragraph-length oral and written presentations.	E-1.2-4 Understand information on a wide variety of topics that is conveyed in the target language in paragraph-length and longer oral and written presentations.

COMMUNICATION

Presentational Mode

Essential Question 1.3

What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue?

Standard 1.3
Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.
Standards for Foreign Language Learning in the 21st Century, p. 38

Indicators

| **Beginning Stage**	**Developing Stage**	**Expanding Stage**
The student will	The student will	The student will
B-1.3-1 Use the target language to give simple directions and commands.	D-1.3-1 Use the target language to give directions and commands for simple processes.	E-1.3-1 Use the target language to explain a complex process incorporating detailed instructions.
B-1.3-2 Use visuals as support in communicating a message in the target language.	D-1.3-2 Use repetition, rephrasing, and gestures to assist in communicating a message in the target language.	E-1.3-2 Use multiple strategies to enhance the communication of a message in the target language.
B-1.3-3 Use the target language to express personal likes or dislikes regarding familiar topics.	D-1.3-3 Use the target language to express personal opinions on selected topics.	E-1.3-3 Use the target language to research and defend a position on a particular issue.
B-1.3-4 Use the target language to dramatize simple **authentic** materials (e.g., rhymes, songs, folktales).	D-1.3-4 Use the target language to summarize the main ideas of age-appropriate **authentic** materials (e.g., songs, folktales, short works of literature).	E-1.3-4 Use the target language to summarize and analyze **authentic** materials (e.g., songs, folktales, works of literature).

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.3-5 Use the target language to list and compare information from simple sources.	D-1.3-5 Use the target language to organize and summarize information from a variety of sources.	E-1.3-5 Use the target language to research and synthesize information from a variety of sources.
B-1.3-6 Communicate information in the target language in sentence-level oral and written presentations on familiar topics.	D-1.3-6 Communicate information in the target language in paragraph-length oral and written presentations on a variety of topics.	E-1.3-6 Communicate information in the target language in multi-paragraph-length oral and written presentations on a wide variety of topics.

Cultures

What Is Culture? The term *culture* includes the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and the practices are derived from the philosophical perspectives that form the worldview of a cultural group. It also shows how these three components of culture are closely interrelated.

CULTURE FRAMEWORK

Perspectives

Practices ⟷ **Products**
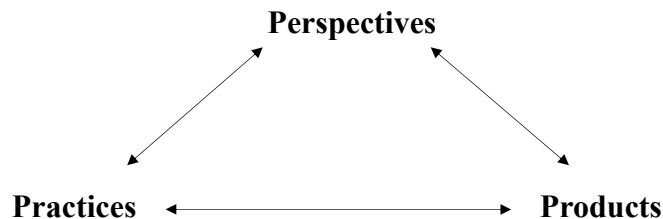
Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights into a culture that are available in no other way. In reality, then, the true content of the modern language course is not the grammar and the vocabulary of the particular language but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

The essential questions framing the Cultures Goal area are these:

- Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

- Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

CULTURES

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. "Cultural practices" refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.1-1　Imitate language and behaviors that are appropriate to interactions in the target culture.	D-2.1-1　Use language and behaviors that are appropriate to interactions in the target culture.	E-2.1-1　Integrate appropriate words, phrases, behaviors, and **idioms** into personal interactions in the target culture.
B-2.1-2　Use the target language to identify behaviors and traits that are characteristic of everyday life in the target culture.	D-2.1-2　Use the target language to describe behaviors and traits that are characteristic of everyday life in the target culture.	E-2.1-2　Use the target language to analyze behaviors and traits that are characteristic of everyday life in the target culture.
B-2.1-3　Use the target language to identify the cultural practices that are particular to the target culture.	D-2.1-3　Use the target language to compare the cultural practices that are particular to the target culture.	E-2.1-3　Use the target language to analyze the cultural practices that are particular to the target culture.
B-2.1-4　Use the target language to identify social issues currently affecting the target culture.	D-2.1-4　Use the target language to describe the various perspectives on social issues currently affecting the target culture.	E-2.1-4　Use the target language to analyze the various perspectives on social issues currently affecting the target culture.

CULTURES

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.2-1 Use the target language to identify tangible products and symbols of the target culture (e.g., toys, dress, types of dwellings, foods, flags, monuments, landmarks).	D-2.2-1 Use the target language to describe the use of tangible products and symbols of the target culture within that culture.	E-2.2-1 Use the target language to analyze the products and symbols of the target culture to determine their significance both within and beyond that culture.
B-2.2-2 Use the target language to identify and participate in artistic expressions of the target culture (e.g., songs, literature, dance, artworks).	D-2.2-2 Use the target language to describe relationships between the products and perspectives of the target culture.	E-2.2-2 Use the target language to analyze relationships between the products and perspectives of the target culture.
B-2.2-3 Use the target language to identify the contributions that the target culture has made to the world.	D-2.2-3 Use the target language to describe the contributions that the target culture has made to the world.	E-2.2-3 Use the target language to explain the effects of the target culture's contributions to the world.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.2-4 Use the target language to identify social, economic, and political perspectives within the target culture.	D-2.2-4 Use the target language to describe social, economic, and political perspectives within the target culture.	E-2.2-4 Use the target language to explain the impact on current issues and world events that social, economic, and political perspectives within the target culture have had.

Connections

The study of modern languages is ideally suited to curriculum integration because it leads students to make valuable connections, both formally and informally, among the various disciplines. Learning a modern language not only allows students to "learn how to learn," no matter what the topic or the discipline, but also empowers them to extend their ability to "know and do" in the world in which they live.

Language acquisition focuses on the broader education of students, encouraging teachers to use the classroom language-learning experience to reach across the disciplines and build upon the knowledge that students have already acquired. As they learn another language, students are afforded the opportunity to expand their sources of information and thus to broaden the depth and scope of their knowledge in general. With today's technology, students can readily access information in the modern language they are studying, interact with native speakers of that language, and hear and view presentations in that language.

The essential questions framing the Connections Goal area are these:

- Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?

- Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

CONNECTIONS

Essential Question 3.1

Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.1-1 Locate resources and identify information in the target language that will further his or her knowledge in other subject areas.	D-3.1-1 Locate resources and summarize information in the target language that will further his or her knowledge in other subject areas.	E-3.1-1 Locate resources and synthesize information in the target language that will further his or her knowledge in other subject areas.

CONNECTIONS

Essential Question 3.2

Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a " new window on the world."

Standards for Foreign Language Learning in the 21st Century, p. 56

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.2-1 Use the target language to identify viewpoints within the target culture that are expressed in sources intended for native speakers.	D-3.2-1 Use the target language to describe viewpoints within the target culture that are expressed in sources intended for native speakers.	E-3.2-1 Use the target language to summarize viewpoints within the target culture that are expressed in sources intended for native speakers.

Comparisons

A major benefit of the study of a modern language is that students not only gain a deeper understanding of their native language and culture but also acquire a greater awareness of the interconnections between languages and cultures in general. The ability to make comparisons among diverse languages, social behaviors, and cultural views allows students to become keener observers and analyzers of their own society and communication system. By making such comparisons, students also develop their critical thinking abilities in important ways.

The essential questions framing the Comparisons Goal are these:

- How does a knowledge of another language enhance one's understanding of the nature of language in general?

- How does a knowledge of another language enhance one's understanding of culture and society in general?

COMPARISONS

Essential Question 4.1

How does a knowledge of another language enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.1-1 Compare **cognates** and word borrowings between the target language and English.	D-4.1-1 Describe how the target language and English have influenced each other.	E-4.1-1 Explain the role of society in the changing nature of the target language.
B-4.1-2 Identify differences and similarities in **register** between the target language and English.	D-4.1-2 Use the appropriate **register** when speaking and writing in the target language.	E-4.1-2 Integrate the appropriate **register** when speaking and writing in the target language.
B-4.1-3 Recognize high-frequency target-language **idioms** within limited contexts.	D-4.1-3 Use high-frequency target-language **idioms** within familiar contexts.	E-4.1-3 Use target-language **idioms** within a variety of contexts.

COMPARISONS

Essential Question 4.2

How does a knowledge of another language enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.2-1 Use the target language to identify the products of the target culture and those of his or her native culture.	D-4.2-1 Use the target language to compare the products of the target culture with those of his or her native culture.	E-4.2-1 Use the target language to analyze the products from the target culture.
B-4.2-2 Use the target language to identify behavioral patterns and perspectives in the target culture that are similar to and different from those in his or her native culture.	D-4.2-2 Use the target language to compare behavioral patterns and perspectives in the target culture with those in his or her native culture.	E-4.2-2 Use the target language to interact effectively in a variety of social contexts within the target culture as well as within his or her native culture.
B-4.2-3 Use the target language to identify practices within the target culture that are similar to and different from those in his or her native culture.	D-4.2-3 Use the target language to compare practices that are particular to the target culture with those of his or her native culture.	E-4.2-3 Use the target language to analyze practices that are particular to the target culture with those of his or her native culture.

Communities

The ability to communicate in other languages expands the employment opportunities for students both at home and abroad, allows them to pursue their personal interests with greater success, and gives them the means to contribute to society in more meaningful and effective ways. Ultimately, as a result of their ability to communicate in other languages, students have a greater insight into their own language and culture, are better able to connect with practitioners across the disciplines, and possess a deeper appreciation for the interdependence of people and communities throughout the world.

The Communities Goal combines elements from each of the other goal areas. The standards in this goal embrace the student's ability not only to use a modern language effectively but also to apply a knowledge of the perspectives, products, and practices of the culture in which that language is used. While some students are fortunate enough to have direct access to multilingual communities through their home backgrounds, all students benefit from an awareness of the many communities where not only English but other modern languages are spoken.

The essential question framing the Communities Goal is this:

- Why does an understanding of another language and culture allow one to participate more fully in the global community?

COMMUNITIES

Essential Question 5.1

Why does an understanding of another language and culture allow one to participate more fully in the global community?

Standard 5.1
Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-5.1-1 Use the target language to respond to target-language speakers encountered outside of the classroom setting.	D-5.1-1 Use the target language to converse with target-language speakers encountered outside of the classroom setting.	E-5.1-1 Use knowledge of the target language and culture to interact appropriately with target-language speakers encountered outside of the classroom setting.
B-5.1-2 Share examples of the target language and culture with people encountered outside of the classroom setting.	D-5.1-2 Use the target language to initiate social connections with target-language speakers encountered outside of the classroom setting.	E-5.1-2 Use the target language to establish and maintain social connections with target-language speakers encountered outside of the classroom setting.
B-5.1-3 Identify examples of the target culture (e.g., restaurants, festivals, dramatic productions) in the local or regional community.	D-5.1-3 Use target-culture resources in the local or regional community to create opportunities for social interaction.	E-5.1-3 Perform community service using knowledge of the target language and/or the target culture.

Note: Standard 5.2, "Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment," is omitted from the South Carolina standards due to the difficulty that standard 5.2 presents with regard to the assessment of student performance.

STAGE-LEVEL STANDARDS FOR MODERN LANGUAGES

Beginning

Students who are in the beginning stage of learning a modern language may be at any grade level—first, sixth, ninth, or twelfth—depending on the scope and sequence of the program of instruction established by the particular school district. In any case, more than a single school year or a single course is required for students to complete the beginning stage.

The beginning stage is more receptive in nature than the two subsequent stages, developing and expanding; that is, the beginning student's comprehension is generally better than his or her language production. Beginning students develop **aural** and oral skills first, taking in sounds and then recognizing patterns as they begin to imitate the target language. They next learn to read and write what they can understand and say—everyday words, commands, simple phrases, short sentences, and basic questions. Able to use predictable language in familiar settings, they are also able to apply such strategies as **context clues**, repetition, and simple paraphrasing to understand and communicate in the target language.

Beginning-stage language learners also start to develop cultural awareness and the ability to recognize the products, practices, and perspectives of the target culture. They begin to discern the similarities and differences that exist between the target language and culture and their own. They locate examples of the target culture in their own community and identify ways in which they can use the new language to expand their knowledge in all the content areas.

Communication

BEGINNING STAGE

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue?

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

The student will

B-1.1-1 Indicate in the target language that he or she does not understand or cannot communicate a message adequately.

B-1.1-2 Express basic courtesies in the target language and use appropriate behaviors.

B-1.1-3 Use the target language to give simple directions; understand simple directions given in the target language.

B-1.1-4 Use the target language to exchange personal information (e.g., names, home addresses, telephone numbers, e-mail addresses) with others.

B-1.1-5 Use the target language to express personal needs in familiar situations.

B-1.1-6 Use the target language to express personal likes, dislikes, agreement, and disagreement regarding familiar topics.

B-1.1-7 Use the target language to ask and answer simple questions.

Sample Activities for Standard B-1.1

B-1.1-1 Individual activity: The student refers to a language ladder to find a way to say "I don't understand." [A *language ladder* is a set of four or five phrases that cover a range of **registers** or expressions for a particular idea—ways of saying thank you to someone, for example, or telling someone good-bye.]

B-1.1-2 Pair activity: The students greet and introduce themselves to individuals (classmates, other students, school staff) and exchange basic information with them in the target language.

Sample Activities for Standard B-1.1

B-1.1-3 Pair activity: The students take turns playing the role of the teacher in a Gouin series of classroom routines. [A *Gouin series* consists of six to eight phrases or short sentences, all written in the same person and tense, that describe in a logical sequence the steps one performs in carrying out a particular task. The teacher and students act out the meaning of each of the phrases or sentences until the class fully understands the sequence.]

B-1.1-4 Group activity: The students have been assigned a project and, using the target language, make arrangements to work on it after school, negotiating schedules and each other's activities.

B-1.1-5 Pair or group activity: The students simulate a situation in which they are on a fixed budget and are ordering a meal in a restaurant in a target-language country.

B-1.1-5 Pair or group activity: The students simulate buying a train, subway, or bus ticket in the target-language country.

B-1.1-6 Pair activity: The students use the target language in discussing where they want to spend the weekend and explaining what they would like or not like about the particular place.

B-1.1-7 Group activity: The students use the target language to play Speed Dating. [In the activity *Speed Dating*, pairs of students conduct target-language interviews during which one person asks the other a series of quick questions and takes notes in order to decide whether he or she wants to date that person.]

Essential Question 1.2

What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

The student will

B-1.2-1   Respond appropriately to simple directions and commands given in the target language.

B-1.2-2   Identify **aural**, visual, and **context clues** in **authentic** target-language materials, in both oral and written forms.

B-1.2-3   Identify the main idea in **authentic** target-language materials, in both oral and written forms.

B-1.2-4   Understand information on familiar topics that is conveyed in the target language in sentence-level oral and written presentations.

Sample Activities for Standard B-1.2

B-1.2-1 Class activity: The students carry out the steps in a target-language Gouin series based on classroom routines: each student randomly selects a phrase or sentence in the series and performs it. Using the target language, the class members take turns identifying the particular routine that a student has just performed. [A *Gouin series* consists of six to eight phrases or short sentences, all written in the same person and tense, that describe in a logical sequence the steps one performs in carrying out a particular task. As an instructional strategy. The teacher and students act out the meaning of each of the phrases or sentences until the class fully understands the sequence.]

B-1.2-2 Individual activity: The student underlines the **cognates** in a target-language text and then, in English, predicts what the article is about.

Group follow-up activity: The students brainstorm the strategies that one uses in predicting the main idea of a target-language text.

Sample Activities for Standard B-1.2

B-1.2-3 Individual activity: The student becomes familiar with a song from the target culture, completes a cloze activity with the lyrics, and then states the main idea of the song. [A *cloze activity* is a fill-in-the-blank exercise in which the student must supply the missing words in a text by using **context clues**, either selecting the words from a given list or using his or her own vocabulary.]

B-1.2-4 Individual activity: The student reads the text from a target-language comic strip and then matches the text with the comic-strip panel illustrations.

B-1.2-4 Individual activity: The student gives a title to a short article, song, tale, or poem written in the target language.

BEGINNING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

Indicators

The student will

B-1.3-1   Use the target language to give simple directions and commands.
B-1.3-2   Use visuals as support in communicating a message in the target language.
B-1.3-3   Use the target language to express personal likes or dislikes regarding familiar topics.
B-1.3-4   Use the target language to dramatize simple **authentic** materials (e.g., rhymes, songs, folktales).
B-1.3-5   Use the target language to list and compare information from simple sources.
B-1.3-6   Communicate information in the target language in sentence-level oral and written presentations on familiar topics.

Sample Activities for Standard B-1.3
B-1.3-1   Individual activity: The student uses the target language to list five things that he or she must do to be successful in a modern-language class.
B-1.3-2   Individual activity: The student creates a collage with pictures of family and friends and then uses the target language to describe the collage to a classmate.
B-1.3-3   Group activity: The students develop and distribute a target-language survey on their classmates' free-time activities, including their level of frequency for each activity.
B-1.3-4   Group activity: The students work in groups to teach an **authentic** target-language rhyme, song, folktale, or poem to the rest of the class using the Total Physical Response instructional strategy.
B-1.3-5   Individual or group activity: The students review several **authentic** target-language train schedules and choose the best trains based on criteria such as the cheapest, the fastest, and the most luxurious.
B-1.3-6   Individual activity: The student uses the target language to write a thank-you note explaining why he or she likes the gift sent by friends who live in the target-language country.

BEGINNING STAGE

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. "Cultural practices" refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

B-2.1-1   Imitate language and behaviors that are appropriate to interactions in the target culture.
B-2.1-2   Use the target language to identify behaviors and traits that are characteristic of everyday life in the target culture.
B-2.1-3   Use the target language to identify the cultural practices that are particular to the target culture.
B-2.1-4   Use the target language to identify social issues currently affecting the target culture.

Sample Activities for Standard B-2.1

B-2.1-1   Group activity: The students create short video clips demonstrating appropriate behaviors in settings that one would encounter during a typical day in a target-language country (e.g., greeting people on the street, eating a particular meal, shopping, meeting friends).
B-2.1-2   Individual activity: The student creates a personal schedule that exemplifies a student's typical weekday in a target-language country.
B-2.1-3   Individual or group activity: The students list winter holiday activities in at least three countries within the target culture.
B-2.1-4   Individual activity: The student scans online or print newspapers from a target-language country and lists the recurring social issues identified in headlines.

MODERN LANGUAGES

Cultures

BEGINNING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

Indicators

The student will

B-2.2-1   Use the target language to identify tangible products and symbols of the target culture (e.g., toys, dress, types of dwellings, foods, flags, monuments, landmarks).

B-2.2-2   Use the target language to identify and participate in artistic expressions of the target culture (e.g., songs, literature, dance, artworks).

B-2.2-3   Use the target language to identify the contributions that the target culture has made to the world.

B-2.2-4   Use the target language to identify social, economic, and political perspectives within the target culture.

Sample Activities for Standard B-2.2

B-2.2-1   Group activity: The students make flash cards of typical artifacts from several target-language countries by placing a picture on one side and the appropriate target-language word on the other.

B-2.2-2   Group activity: The students learn a count-out rhyme in the target language and use it when appropriate in class. [A *count-out rhyme*—"eeny, meeny, miney, mo," for example, or "one potato, two potato, three potato, four"—is used to determine whose turn is next in an activity.]

Sample Activities for Standard B-2.2

B-2.2-2   Individual activity: The student chooses a target-language song and teaches part of it to the class.

B-2.2-2   Individual activity: The student creates a self-portrait in the style of an artist from the target culture.

B-2.2-3   Group activity: The students create a class scrapbook, big book, or PowerPoint presentation by adding items throughout the school year that show what the target culture has contributed to the world. The students describe each item with one or two simple sentences in the target language.

B-2.2-4   Pair activity: The students create a graphic organizer to illustrate the basic elements of the government of a target-language country.

BEGINNING STAGE

Essential Question 3.1

Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

Indicator

The student will

B-3.1-1   Locate resources and identify information in the target language that will further his or her knowledge in other subject areas.

Sample Activity for Standard B-3.1

B-3.1-1   Individual activity: The student cites three target-language Web sites where one can learn about the scientific accomplishments and contributions of the target culture.

BEGINNING STAGE

Essential Question 3.2

Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a " new window on the world."

Standards for Foreign Language Learning in the 21st Century, p. 56

Indicator

The student will

B-3.2-1   Use the target language to identify viewpoints within the target culture that are expressed in sources intended for native speakers.

Sample Activity for Standard B-3.2

B-3.2-1   Pair or group activity: The students study vehicle advertisements from the target culture and the United States and then create a graphic organizer in order to compare the ads and determine what people from both cultures value in vehicles.

BEGINNING STAGE

Essential Question 4.1

How does a knowledge of another language enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

B-4.1-1   Compare **cognates** and word borrowings between the target language and English.
B-4.1-2   Identify differences and similarities in **register** between the target language and English.
B-4.1-3   Recognize high-frequency target-language **idioms** within limited contexts.

Sample Activities for Standard B-4.1

B-4.1-1 Individual activity: The student scans a series of captions from advertisements in the target language, underlines the **cognates**, and then uses the cognates to match the captions with pictures for the items advertised.

B-4.1-2 Group activity: One student selects an item out of a bag containing props that indicate a person's age or profession—a handbag, shawl, necktie, or baseball cap, for example. The group members then converse with each other in the target language using the appropriate **register** represented by the item.

B 4-1.3 Pair activity: The students read situation cards and respond to one another using the appropriate **idiomatic expressions** they have selected from a target-language word bank. [A *situation card* describes a scenario in which students must use linguistic skills and cultural knowledge in order to communicate with one another in the target language.]

BEGINNING STAGE

Essential Question 4.2

How does a knowledge of another language enhance one's understanding of culture and society in general?

> **Standard 4.2**
>
> **Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**
>
> As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.
>
> *Standards for Foreign Language Learning in the 21st Century*, p. 60

Indicators

The student will

B-4.2-1 Use the target language to identify the products of the target culture and those of his or her native culture.

B-4.2-2 Use the target language to identify behavioral patterns and perspectives in the target culture that are similar to and different from those in his or her native culture.

B-4.2-3 Use the target language to identify practices within the target culture that are similar to and different from those in his or her native culture.

Sample Activities for Standard B-4.2

B-4.2-1 Individual or pair activity: The students choose a holiday celebrated in both the United States and a target-language country and identify products related to each of the celebrations.
Follow-up activity: The students describe how the products are used in the particular celebration.

B-4.2-2 Individual activity: The student creates a schedule for the meals served in his or her family and in a target culture family, including the name of the each particular meal and the names of two or three items that will be consumed.

B-4.2-3 Individual activity: The student creates a Venn diagram listing his or her summer activities and those of a peer in a target-language country.

BEGINNING STAGE

Essential Question 5.1

Why does an understanding of another language and culture allow one to participate more fully in the global community?

> **Standard 5.1**
>
> **Students use the language both within and beyond the school setting.**
>
> This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.
>
> *Standards for Foreign Language Learning in the 21st Century,* p. 64

Indicators

The student will

B-5.1-1   Use the target language to respond to target-language speakers encountered outside of the classroom setting.

B-5.1-2   Share examples of the target language and culture with people encountered outside of the classroom setting.

B-5.1-3   Identify examples of the target culture (e.g., restaurants, festivals, dramatic productions) in the local or regional community.

Sample Activities for Standard B-5.1

B-5.1-1   Individual activity: The student uses the target language to respond to a peer from the target culture who is seeking a pen pal.

B-5.1-2   Individual activity: The student uses the target language to teach a family member or peer how to greet native speakers by using appropriate gestures and the language of the target culture.

B-5.1-3   Individual or pair activity: The students get information from the local chamber of commerce regarding international businesses in their community.

B-5.1-3   Individual or pair activity: The students get information from the local chamber of commerce regarding international businesses in their community.

Developing

Learners in the developing stage have completed the first part of a **sequential, articulated program** consisting of prolonged instruction in the target language. Students in this stage will have received more than 250 hours of uninterrupted language study. The developing stage is not the equivalent of the second year of instruction.

Rather than merely naming and identifying, students at the developing stage are better able to describe ideas and things and to provide more details. They are starting to recombine phrases and sentences to meet the demands of a greater variety of contexts. They are not only able to express basic wants and needs but are also able to elaborate on them. Students at this stage are able to ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. They continue to use strategies such as **context clues**, repetition, and paraphrasing to understand and communicate in the target language.

The developing stage is characterized by language production that moves from imitative to innovative. Developing students continue to extend their language skills, becoming more accurate in the language they produce, and are more reflective than automatic in their responses to situations or questions. They become able to comprehend a greater variety of texts and to generate responses and initiate interactions in the language in more complete and purposeful ways. They may move back and forth between the developing and beginning stages, however— showing confidence and language control in some situations and not in others.

Developing-stage learners recognize the interrelatedness of cultural products, practices, and perspectives and establish connections with the target culture. They use the language to expand their knowledge of other content areas and gain awareness of multiple viewpoints.

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue?

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

The student will

D-1.1-1   Use **circumlocution** and alternative phrasing in the target language when he or she cannot communicate a message adequately.

D-1.1-2   Identify and respond appropriately in the target language to nonverbal cues.

D-1.1-3   Use the target language to give directions and ask questions for clarification; understand directions given in the target language.

D-1.1-4   Use the target language to exchange information on topics of personal interest with others.

D-1.1-5   Use the target language to express personal needs in detail in predictable situations.

D-1.1-6   Use the target language to express personal preferences and opinions with supporting details.

D-1.1-7   Use the target language to ask and answer complex questions and to provide and request clarification when needed.

Sample Activities for Standard D-1.1

D-1.1-1   Group activity: The students create throughout the course a target-language monolingual class dictionary on chart paper, illustrating the words with pictures.

D-1.1-2   Pair activity: The students create a mini-poster illustrating a common nonverbal cue in the target culture, identify what the cue means, and explain how to respond to it by using the target language.

D-1.1-3   Pair activity: The students use a transit map from the target culture to chart routes from

Sample Activities for Standard D-1.1

a given point to several tourist attractions. The pair of students alternate giving directions and tracing the routes on the map.

D-1.1-4   Group activity: The students plan a party and, using the target language, make choices about the guest list, food, decorations, and entertainment.

D-1.1-5   Pair activity: The students simulate a shopping experience in which they must use the target language to ask a store clerk for assistance.

D-1.1-6   Group activity: The students work in small groups to create in the target language a description of what it means to be a hero.
Follow-up activity: The students in the class as a whole synthesize the characteristics described by the groups to identify the qualities of a hero.

D-1.1-7   Pair activity: The students assume the role of a famous person, living or dead, from the target culture and take turns interviewing each other in the target language.
Follow-up presentational activity: The students use the target language to write an essay on the characteristics that famous people have in common.

DEVELOPING STAGE

Essential Question 1.2

What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue?

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

The student will

D-1.2-1   Respond appropriately to more complex directions and commands given in the target language.

D-1.2-2   Use **aural**, visual, and **context clues** to derive meaning from **authentic** target-language materials, in both oral and written forms.

D-1.2-3   Identify the main idea and discern supporting details in **authentic** target-language materials, in both oral and written forms.

D-1.2-4   Understand information on a variety of topics that is conveyed in the target language in paragraph-length oral and written presentations.

Sample Activities for Standard D-1.2

D-1.2-1 Individual activity: The student reads driving directions from a teacher-selected target-language Web site and draws the route on a map.

D-1.2-1 Individual or group activity: The students participate in a virtual driving test during which they have to follow the directions of a driving instructor who speaks the target language.

D-1.2-2 Class activity: The students use ads from a country within the target culture to analyze, in the target language, the ways in which that culture promotes a product or an idea.

D-1.2-3 Individual or group activity: The students read a synopsis of a murder mystery written in the target language, predict who they think the culprit is, and then use the target language to explain why.

D-1.2-4 Individual or group activity: The students use sentence strips to sequence the events in a written text or a passage read aloud.

DEVELOPING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

Indicators

The student will

D-1.3-1 Use the target language to give directions and commands for simple processes.
D-1.3-2 Use repetition, rephrasing, and gestures to assist in communicating a message in the target language.
D-1.3-3 Use the target language to express personal opinions on selected topics.
D-1.3-4 Use the target language to summarize the main ideas of age-appropriate **authentic** materials (e.g., songs, folktales, short works of literature).
D-1.3-5 Use the target language to organize and summarize information from a variety of sources.
D-1.3-6 Communicate information in the target language in paragraph-length oral and written presentations on a variety of topics.

Sample Activities for Standard D-1.3

D-1.3-1 Individual activity: The student explains to a target-language-speaking exchange student how to download a song onto an iPod.
D-1.3-2 Individual or pair activity: The students create their own language ladder on an idea the class has not covered. [A *language ladder* is a set of four or five phrases that cover a range of **registers** or expressions for a particular idea—ways of saying thank you to someone, for example, or telling someone good-bye.]

Sample Activities for Standard D-1.3

D-1.3-3 Class activity: The students use the target language in defending their opinions on school uniforms, curfews, school rules, and so on.

D-1.3-4 Group activity: The students participate in a jigsaw activity where they must summarize their section of a text in the target language and then determine the order in which the events occurred.

D-1.3-5 Group activity: The students work within the limits of a specific budget to plan activities for three evenings in the capital city of a target-language country.

D-1.3-6 Individual activity: The student prepares a walking tour of the campus or community for a new target-language-speaking student.

Cultures

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. "Cultural practices" refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

D-2.1-1   Use language and behaviors that are appropriate to interactions in the target culture.
D-2.1-2   Use the target language to describe behaviors and traits that are characteristic of everyday life in the target culture.
D-2.1-3   Use the target language to compare the cultural practices that are particular to the target culture.
D-2.1-4   Use the target language to describe the various perspectives on social issues currently affecting the target culture.

Sample Activities for Standard D-2.1

D-2.1-1 Individual activity: The student takes a virtual trip to a target-language country and sends an e-mail message to his or her teacher describing the language, behaviors, and traditions typical of a holiday or a season in that country.
D-2.1-2 Individual activity: The student creates a journal entry for a Saturday or Sunday as if he or she had been in a target-language country for a full day, from getting up in the morning until going to bed at night.
D-2.1-3 Individual activity: The student compares the practices associated with the main meal in three countries where the target language is spoken.
D-2.1-4 Individual activity: The student reads several articles on immigration published in the online newspapers of a target-language country and, on the basis of those articles, describes how residents of the country feel about the issue.

DEVELOPING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

Indicators

The student will

D-2.2-1   Use the target language to describe the use of tangible products and symbols of the target culture within that culture.

D-2.2-2   Use the target language to describe relationships between the products and perspectives of the target culture.

D-2.2-3   Use the target language to describe the contributions that the target culture has made to the world.

D-2.2-4   Use the target language to describe social, economic, and political perspectives within the target culture.

Sample Activities for Standard D-2.2

D-2.2-1 Individual activity: The student identifies staple-food items from a target culture and describes how they are used.

D-2.2-2 Group activity: The students take a virtual tour of a target-culture museum or simulate visiting a museum and then compare the representations of members of the royal family from two different time periods.

D-2.2-3 Class activity: The students categorize the various contributions that the target culture has made to the world. In small groups, students choose one of the categories, summarize those particular contributions, and present them to the class as a whole.

D-2.2-4 Group activity: The students describe how a selected institution in the target culture serves the residents of a specific target-language country.

DEVELOPING STAGE

Essential Question 3.1

Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

Indicator

The student will

D-3.1-1 Locate resources and summarize information in the target language that will further his or her knowledge in other subject areas.

Sample Activity for Standard D-3.1

D-3.1-1 Individual or pair activity: The students locate graphic representations of dietary guidelines from target-language countries in order to share definitions of healthy lifestyles.

DEVELOPING STAGE

Essential Question 3.2

Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a " new window on the world."

Standards for Foreign Language Learning in the 21st Century, p. 56

Indicator

The student will

D-3.2-1   Use the target language to describe viewpoints within the target culture that are expressed in sources intended for native speakers.

Sample Activity for Standards D-3.2

D-3.2-1   Individual activity: The student reads the front-page headlines from three online or print target-culture newspapers for a given day and then rates the headlines from the most to the least important.

DEVELOPING STAGE

Essential Question 4.1

How does a knowledge of another language enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

D-4.1-1   Describe how the target language and English have influenced each other.
D-4.1-2   Use the appropriate **register** when speaking and writing in the target language.
D-4.1-3   Use high-frequency target-language **idioms** within familiar contexts.

Sample Activities for Standard D-4.1

D-4.1-1 Pair or group activity: The students find instructions for using a household product that are written in both English and the target language. They compare the instructions in the two languages and describe the influence of one language on the other, if any.

D-4.1-2 Individual activity: The student fills in the speech bubbles of a comic strip in the target language using the **register** that is appropriate to the characters in the strip.

D-4.1-3 Group activity: The students each make a selection from a pot containing cards on which their teacher has written phrases or expressions in the target language. Each student then acts out a situation in which he or she would use the expression in real life, and the rest of the group tries to guess what the particular target-language phrase or expression actually is.

DEVELOPING STAGE

Essential Question 4.2

How does a knowledge of another language enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

D-4.2-1   Use the target language to compare the products of the target culture with those of his or her native culture.

D-4.2-2   Use the target language to compare behavioral patterns and perspectives in the target culture with those in his or her native culture.

D-4.2-3   Use the target language to compare practices that are particular to the target culture with those of his or her native culture.

Sample Activities for Standard D-4.2

D-4.2-1 Individual activity: The student compares the floor plan of a home in the United States to that of a home in a target-language country.

D-4.2-1 Group activity: The students create a T-chart containing information about circumstances that affect the decision of young adults to move out on their own in the target culture and in the United States.

D-4.2-3 Pair or group activity: The students compare dating practices in the target culture with such practices in their own community.

DEVELOPING STAGE

Essential Question 5.1

Why does an understanding of another language and culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

Indicators

The student will

D-5.1-1   Use the target language to converse with target-language speakers encountered outside of the classroom setting.

D-5.1-2   Use the target language to initiate social connections with target-language speakers encountered outside of the classroom setting.

D-5.1-3   Use target-culture resources in the local or regional community to create opportunities for social interaction.

Sample Activities for Standard D-5.1

D-5.1-1   Individual activity: The student keeps a language journal noting the occasions when he or she hears, sees, or reads the target language and describing ways that he or she responds to the material.

D-5.1-2   Group activity: The students establish an Internet or pen-pal relationship with a class of students in a target-language country.

D-5.1-3   Pair or group activity: The students use the target language to plan activities for a group of visitors from a target-language country.

Expanding

Students who reach the expanding stage have completed a minimum of four years in a **sequential**, **articulated program** consisting of quality instruction in the target language. Students in this stage will have received more than 500 hours of sequential language study. The expanding stage is not the equivalent of the third or fourth year of instruction.

Learners in the expanding stage create and initiate communication as they interact with others. They take on full responsibility for engaging, maintaining, and furthering conversation. Expanding students act independently in the target language to meet a wide variety of purposes. They are comfortable using sources intended for native speakers, and they successfully incorporate culturally appropriate phrases and gestures into their communication.

Students at this stage use sentence-, paragraph-, and essay-length discourse appropriately to communicate with a wide variety of audiences. They refine their language skills and are increasingly accurate in the language they produce. They communicate effectively in more complex and involved situations, responding to problems and resolving those problems by using the target language more easily. They use multiple strategies to understand and communicate in the target language.

Expanding-stage learners analyze the interrelatedness of cultural products, practices, and perspectives and maintain connections with the target culture. They use the language of that culture to explore multidisciplinary issues and viewpoints. They also develop greater insights into their own language and culture as they progress in their language development and are increasingly able to make connections with communities beyond their own classroom.

Communication

EXPANDING STAGE

Essential Question 1.1

What does one need to know and be able to do in order to conduct effective interpersonal communication with those who speak a language that is not one's native tongue?

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. . . . The Interpersonal Mode is most obvious in conversation, but [it] . . . can be realized through reading and writing, such as the exchange of personal letters or of electronic mail messages.

Standards for Foreign Language Learning in the 21st Century, p. 36

Indicators

The student will

E-1.1-1 Employ **circumlocution** to communicate messages in the target language when he or she cannot communicate a message adequately.

E-1.1-2 Use the target language and the appropriate behaviors to initiate and sustain conversation.

E-1.1-3 Use the target language to give directions for managing an unexpected situation; understand directions given in the target language for managing such a situation.

E-1.1-4 Use the target language to exchange opinions and beliefs with others.

E-1.1-5 Use the target language to respond appropriately to unexpected circumstances and situations.

E-1.1-6 Use the target language to express personal feelings and ideas for the purpose of persuading others.

E-1.1-7 Use the target language to ask and answer open-ended questions and to sustain conversation.

Sample Activities for Standard E-1.1

E-1.1-1 Group activity: The students participate in or create a version of the game Password or Taboo in the target language.

E-1.1-2 Pair activity: The students conduct a mock scholarship interview for study in a target-language country.

Sample Activities for Standard E-1.1

E-1.1-3 Pair or group activity: The students play the role of airline passengers who react to an unexpected situation in an airport in the target-language country.

E-1.1-4 Group activity: The students choose a current issue affecting several target-language countries and work in smaller groups to prepare for a debate on that issue.
Follow-up activity: The students hold the debate on the issue they have been examining.

E-1.1-5 Pair activity: The students make a simulated phone call made to a health care provider in a target-language country to find an appropriate solution to their health problem.

E-1.1-5 Group activity: The students simulate a situation in restaurant in the target-language country: they must speak with a waiter about their bill because it is higher than they had anticipated and they now need to determine whether or not an error has been made.

E-1.1-6 Pair activity: The students simulate a parent-child conversation in the target language in which the child tries to persuade the parent to change a curfew, let the child use the car, and let the child go to a concert in another city.

E-1.1-7 Group activity: The students read and discuss the policies that different target-language countries have regarding a given environmental issue.
Follow-up activity: In discussion or in a debate format, they compare a particular target-language country's policy on the environmental issue with the United States's policy on the same issue.
Follow-up activity: The students write an essay in which they defend their position on the debated issue.

Communication

Essential Question 1.2

What does one need to know and be able to do in order to correctly interpret what one hears and reads in a language that is not one's native tongue?

> **Standard 1.2**
> **Students understand and interpret written and spoken language on a variety of topics.**
>
> The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches.
>
> *Standards for Foreign Language Learning in the 21st Century,* p. 36

Indicators

The student will

E-1.2-1   Respond appropriately to complex directions, instructions, and commands given in the target language.

E-1.2-2   Apply diverse strategies to derive meaning and discern details from **authentic** target-language materials, in both oral and written forms.

E-1.2-3   Interpret and analyze **authentic** target-language materials, in both oral and written forms.

E-1.2-4   Understand information on a wide variety of topics that is conveyed in the target language in paragraph-length and longer oral and written presentations.

Sample Activities for Standard E-1.2

E-1.2-1   Individual activity: The student completes the appropriate paperwork to apply for a visa to travel in a target-language country.

E-1.2-2   Individual activity: The student develops a graphic organizer using the target language to summarize a reading selection in that language.

E-1.2-3   Group or individual activity: The students listen to or read excerpts from target-language news reports on a particular current event and identify differing viewpoints regarding that event.

E-1.2-4   Individual activity: The student listens to an audio segment, watches a video clip, or reads a story in the target language and then rewrites or predicts the ending before hearing or reading the conclusion.

EXPANDING STAGE

Essential Question 1.3

What does one need to know and be able to do in order to effectively present oral and written information in a language that is not one's native tongue?

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches.

Standards for Foreign Language Learning in the 21st Century, p. 38

Indicators

The student will

E-1.3-1   Use the target language to explain a complex process incorporating detailed instructions.

E-1.3-2   Use multiple strategies to enhance the communication of a message in the target language.

E-1.3-3   Use the target language to research and defend a position on a particular issue.

E-1.3-4   Use the target language to summarize and analyze **authentic** materials (e.g., songs, folktales, works of literature).

E-1.3-5   Use the target language to research and synthesize information from a variety of sources.

E-1.3-6   Communicate information in the target language in multi-paragraph-length oral and written presentations on a wide variety of topics.

Sample Activities for Standard E-1.3

E-1.3-1   Individual activity: The student uses the target language to explain to a small group how to create a personalized electronic or online photo album with a digital camera, including pitfalls to avoid.

E-1.3-2   Individual or group activity: The students create public service messages in the target language for written and/or spoken media for a variety of audiences

E-1.3-3   Individual activity: The student researches the use of drugs in sports and then—in the target language, either orally or in writing—defends the position he or she takes on the issue.

Sample Activities for Standard E-1.3

E-1.3-4   Individual activity: The student prepares written or oral analyses of selected texts written in the target language.

E-1.3-4   Individual activity: The student recasts, either orally or in writing, a traditional target-culture folktale into a twenty-first-century story in the target language.

E-1.3-5   Individual or group activity: The students use information from several sources in a target-language country to determine that country's perspective on a particular aspect of United States foreign policy.

E-1.3-6   Individual activity: The student uses the target language to create a PowerPoint presentation on what constitutes a healthy lifestyle.

EXPANDING STAGE

Essential Question 2.1

Why does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard focuses on the practices that are derived from the traditional ideas, attitudes, and values (*perspectives*) of a culture. "Cultural practices" refers to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where." It is important to understand the relationship between these practices and the underlying perspectives that represent the culture's view of the world.

Standards for Foreign Language Learning in the 21st Century, p. 50

Indicators

The student will

E-2.1-1   Integrate appropriate words, phrases, behaviors, and **idioms** into personal interactions in the target culture.

E-2.1-2   Use the target language to analyze behaviors and traits that are characteristic of everyday life in the target culture.

E-2.1-3   Use the target language to analyze the cultural practices that are particular to the target culture.

E-2.1-4   Use the target language to analyze the various perspectives on social issues currently affecting the target culture.

Sample Activities for Standard E-2.1

E-2.1-1   Group activity: The students use the target language to create a PowerPoint presentation on the subject of how to make a good first impression in specific situations in a target-language country.

E-2.1-2   Individual or group activity: The students use the target language to define the concept of time as it relates to life activities (e.g., work, leisure pursuits, meals) in the target culture and then to explain how that concept has changed over recent decades.

E-2.1-3   Individual or group activity: The students use the target language to compare the ways in which the dead are honored and remembered in several target-language countries.

E-2.1-4   Group activity: The students use the target language to simulate a discussion among United Nations representatives from several target-language countries on the subject of peace and warfare.

EXPANDING STAGE

Essential Question 2.2

Why does an understanding of the relationship between the products and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

This standard focuses on the *products* of the culture studied and on how they reflect the *perspectives* of that culture. *Products* may be tangible (e.g., a painting, a cathedral, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

Standards for Foreign Language Learning in the 21st Century, p. 51

Indicators

The student will

E-2.2-1   Use the target language to analyze the products and symbols of the target culture to determine their significance both within and beyond that culture.

E-2.2-2   Use the target language to analyze relationships between the products and perspectives of the target culture.

E-2.2-3   Use the target language to explain the effects of the target culture's contributions to the world.

E-2.2-4   Use the target language to explain the impact on current issues and world events that social, economic, and political perspectives within the target culture have had.

Sample Activities for Standard E-2.2

E-2.2-1   Individual activity: The student analyzes the components of the flag of a target-language country and examines the use of the flag in that country.

E-2.2-2   Pair or group activity: The students listen to a popular song from the target culture; they then read the lyrics of that song and identify ways that the lyrics reflect current viewpoints in the particular culture.

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Sample Activities for Standard E-2.2

E-2.2-3 Group activity: The students write letters explaining and supporting their nomination for the target culture's "most influential person of the past millennium" award. Follow-up group activity: The class evaluates the letters and chooses the "most influential person" winner; the class then creates a certificate using the target language and holds an award ceremony.

E-2.2-4 Group activity: The students analyze issues related to immigration and emigration in a target-language country and then propose solutions to the problems the county is facing with regard to these issues.

EXPANDING STAGE

Essential Question 3.1

Why does an understanding of another language and culture increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture.

Standards for Foreign Language Learning in the 21st Century, p. 54

Indicator

The student will

E-3.1-1   Locate resources and synthesize information in the target language that will further his or her knowledge in other subject areas.

Sample Activity for Standard E-3.1

E-3.1-1   Group activity: The students use the Internet to find statistics on immigration from a target-language country to the United States. The students then analyze the data on immigration trends and explain their findings to the class.

EXPANDING STAGE

Essential Question 3.2

Why does an understanding of another language and culture broaden one's ability to access information and to appreciate a variety of distinctive viewpoints?

> **Standard 3.2**
>
> **Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**
>
> As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives. As learners of a foreign language, they broaden the sources of information available to them. They have a " new window on the world."
>
> *Standards for Foreign Language Learning in the 21st Century,* p. 56

Indicator

The student will

E-3.2-1 Use the target language to summarize viewpoints within the target culture that are expressed in sources intended for native speakers.

Sample Activity for Standard E-3.2

E-3.2-1 Group or class activity: The students compare the news stories on a particular event published in different online and print newspapers in several target-language countries. They discuss the prominence or the lack of coverage given to the event by the various newspapers.

EXPANDING STAGE

Essential Question 4.1

How does a knowledge of another language enhance one's understanding of the nature of language in general?

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language, and to develop hypotheses about the structure and use of languages. . . . Activities can be systematically integrated into instruction that will assist students in understanding how languages work.

Standards for Foreign Language Learning in the 21st Century, p.58

Indicators

The student will

E-4.1-1   Explain the role of society in the changing nature of the target language.
E-4.1-2   Integrate the appropriate **register** when speaking and writing in the target language.
E-4.1-3   Use target-language **idioms** within a variety of contexts.

Sample Activities for Standard E-4.1

E-4.1-1   Individual activity: The student reads two passages in the target language that describe fashion, one from the present and one from the past; the student then, in the target language, notes the differences between the two descriptions and explains how the language has evolved over time.

E-4.1-2   Individual activity: The student uses the target language to write a letter expressing his or her interest in summer employment opportunities in the target culture.

E-4.1-3   Group activity: The students watch a video clip in the target language and analyze the **idiomatic expressions** used in the segment.

MODERN LANGUAGES

Comparisons

EXPANDING STAGE

Essential Question 4.2

How does a knowledge of another language enhance one's understanding of culture and society in general?

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. They develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others learn to do so. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

Standards for Foreign Language Learning in the 21st Century, p. 60

Indicators

The student will

E-4.2-1   Use the target language to analyze the products from the target culture.
E-4.2-2   Use the target language to interact effectively in a variety of social contexts within the target culture as well as within his or her native culture.
E-4.2-3   Use the target language to analyze practices that are particular to the target culture with those of his or her native culture.

Sample Activities for Standard E-4.2

E-4.2-1 Pair or group activity: The students use the target language to analyze products that are considered status symbols in the United States and in a target-language country.
E-4.2-2 Group activity: The students use the target language to compare the drinking age in target-language countries with that in the United States and to analyze the role of alcohol in these societies.
E-4.2-3 Pair or group activity: The students use the target language to compare the role of the café in a target culture to that of a fast-food restaurant in the United States.

EXPANDING STAGE

Essential Question 5.1

Why does an understanding of another language and culture allow one to participate more fully in the global community?

Standard 5.1

Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

Standards for Foreign Language Learning in the 21st Century, p. 64

Indicators

The student will

E-5.1-1   Use knowledge of the target language and culture to interact appropriately with target-language speakers encountered outside of the classroom setting.

E-5.1-2   Use the target language to establish and maintain social connections with target-language speakers encountered outside of the classroom setting.

E-5.1-3   Perform community service using knowledge of the target language and/or the target culture.

Sample Activities for Standard E-5.1

E-5.1-1   Group activity: The students perform a service-learning activity that benefits a target-language community.

E-5.1-2   Individual activity: The student uses the target language to correspond with an e-pal from the target culture about topics of interest to high school students.

E-5.1-3   Pair or group activity: The students use the target language to create a brochure about city resources for immigrants or visitors from the target culture.

ACADEMIC STANDARDS FOR CLASSICAL LANGUAGES

Communication

Essential Question 1.1

How does the ability to read a classical language enhance one's ability to communicate in one's native language?

> **Standard 1.1**
>
> **Students read, understand, and interpret Latin or Greek.**
>
> Goal 1 defines "communication" as it applies to learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading, then, is the first standard and the key to communicating with the ancient world.***
>
> *Standards for Foreign Language Learning in the 21st Century,* p. 161

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-1　Understand words, phrases, and simple sentences in Latin or Greek.	D-1.1-1　Interpret selected Latin or Greek passages.	E-1.1-1　Interpret passages of Latin or Greek prose and poetry.
B-1.1-2　Match English derivatives to their Latin or Greek root words.	D-1.1-2　Use common Latin or Greek phrases, abbreviations, and mottoes in English sentences.	E-1.1-2　Apply common Latin or Greek phrases, abbreviations, and mottoes, including legal and medical terms as appropriate in modern usage.
B-1.1-3　Use essential grammatical structures (including declension endings, conjugation forms, and syntax) to translate Latin or Greek texts.	D-1.1-3　Match short Latin or Greek passages to the names of their authors.	E-1.1-3　Analyze the use of literary devices (e.g., meter, elision, epic simile) in Latin or Greek poetry.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.1-4 Recognize specific, factual information in selected Latin or Greek passages.	D-1.1-4 Apply an understanding of specific information in selected Latin or Greek passages.	E-1.1-4 Analyze specific information in **authentic** Latin or Greek passages.
B-1.1-5 Analyze sentences from selected Latin or Greek texts.	D-1.1-5 Analyze paragraphs from selected Latin or Greek texts.	E-1.1-5 Analyze **authentic** Latin or Greek texts.
B-1.1-6 Use a bilingual dictionary as appropriate to read, understand, and/or interpret Latin or Greek texts.	D-1.1-6 Apply an understanding of derivatives to decipher unknown words and phrases in Latin or Greek texts.	E-1.1-6 Infer the meaning of unknown Latin or Greek words and phrases from **context clues** in **authentic** texts.

COMMUNICATION

Essential Question 1.2

How does the ability to understand a classical language in both oral and written form enhance one's understanding of the nature of language in general?

Standard 1.2

Students use orally, listen to, and write Latin or Greek as part of the language learning process.

[T]he Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-1.2-1 Understand and respond appropriately to simple directions, commands, greetings, and questions in Latin or Greek.	D-1.2-1 Understand and respond appropriately to complex directions, commands, and questions in Latin or Greek.	E-1.2-1 Generate simple directions, commands, and questions in Latin or Greek.
B-1.2-2 Recite simple phrases and sentences in Latin or Greek.	D-1.2-2 Recite complex texts in Latin or Greek.	E-1.2-2 Recite **authentic** Latin or Greek prose and poetry with attention to metrical structure, meaningful phrase grouping, and appropriate voice inflection.
B-1.2-3 Recite Latin or Greek with accurate pronunciation, meaningful phrase groupings, and appropriate voice inflection.	D-1.2-3 Translate sentences from English into Latin or Greek using a variety of grammatical structures and devices (e.g., verbals, moods, prepositional phrases, subordinate clauses).	E-1.2-3 Analyze famous Latin or Greek passages in terms of their literary and historical value.
B-1.2-4 Create simple phrases in Latin or Greek.	D-1.2-4 Create sentences in Latin or Greek using simple grammatical structures.	E-1.2-4 Create complex sentences in Latin or Greek.

Culture

Gain Knowledge and Understanding of Greco-Roman Culture

Essential Question 2.1

How does a knowledge of the relationship between the practices and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.1

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.1-1 Explain special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).	D-2.1-1 Simulate special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).	E-2.1-1 Analyze special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).
B-2.1-2 Identify examples of the geographical, political, and/or social expansion of the Greco-Roman civilization.	D-2.1-2 Identify major political events in Greco-Roman history and the roles of famous Greeks or Romans in those events.	E-2.1-2 Analyze personal, social, and political relationships in the Greco-Roman world.
B-2.1-3 Identify examples of Greco-Roman daily life (e.g., games, food, clothing).	D-2.1-3 Compare the roles and daily life activities of men, women, children, and slaves in ancient Greece and Rome.	E-2.1-3 Analyze the perspectives of Greco-Roman society in terms of its philosophy, government, religion, and art.

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.1-4 Recognize Greco-Roman belief systems that are based on the mythology of that culture.	D-2.1-4 Recognize ways that the belief systems of the Greeks and Romans impacted their daily practices and individual perspectives.	E-2.1-4 Explain how the belief systems of the Greeks and Romans impacted daily practices and individual perspectives as reflected in the writings of such authors as Aristotle, Sophocles, Homer, Virgil, Horace, Catullus, Cicero, and Ovid.

CULTURE

Essential Question 2.2

How does a knowledge of the relationship between the products and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.2

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-2.2-1 Identify the names, deeds, and spheres of influence of the major Greco-Roman deities.	D-2.2-1 Identify the names, deeds and spheres of influence of minor Greco-Roman deities.	E-2.2-1 Analyze the concept of the hero from its origins in Greco-Roman literature to the literature of modern times.
B-2.2-2 Identify various forms of Greco-Roman architecture, works of art, and artifacts.	D-2.2-2 Identify specialized Greco-Roman customs (e.g., marriage rites, presentation of the toga praetexta, funeral rites).	E-2.2-2 Analyze Greek or Roman **realia** as expressions of the Greco-Roman culture.
B-2.2-3 Recognize ways that the Greco-Roman system of education affected the literature and oratory of that culture.	D-2.2-3 Explain ways that Greco-Roman political and military systems affected the literature and oratory of that society.	E-2.2-3 Analyze selected passages from Greek or Roman literature and oratory with the purpose of identifying expressions of the Greco-Roman culture.

Connections

Connect with Other Disciplines
and Expand Knowledge

Essential Question 3.1

Why does the ability to read a classical language increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.1-1 Identify derivatives from Greek or Latin in modern English.	D-3.1-1 Illustrate Latin or Greek terminology used in the social sciences, medicine, and law.	E-3.1-1 Infer the meaning of specialized Latin or Greek terminology in various professional contexts including philosophy, medicine, and law.
B-3.1-2 Identify traces of Greco-Roman culture in the modern Western world (e.g., roman numerals, road design, architecture).	D-3.1-2 Explain how elements of Greco-Roman culture depicted in **authentic** texts exist in the modern-day Western world (e.g., military life, nomenclature, calendars).	E-3.1-2 Analyze the influence Greek or Latin texts on the literature of the modern Western world.

CONNECTIONS

Essential Question 3.2

Why does an understanding of Greco-Roman culture increase one's ability to function in a variety of disciplines?

Standard 3.2

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

It [Goal 3] also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-3.2-1 Recall information about the Greco-Roman culture from passages written in Latin or Greek.	D-3.2-1 Analyze **authentic** Greek or Latin passages to identify perspectives that exist in the modern Western world.	E-3.2-1 Compare the structure of the epic and other classical poetic forms with the structure of works of poetry from cultures other than the Greco-Roman.

Comparisons

Essential Question 4.1

Why does the knowledge of a classical language enhance one's ability to handle the English language effectively?

Standard 4.1

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

Standards for Foreign Language Learning in the 21st Century, p. 165

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.1-1 Compare the structure and syntax of Latin or Greek sentences with those written in modern English.	D-4.1-1 Compare the structure and elements of **authentic** Latin or Greek works of prose with that of prose written in modern English.	E-4.1-1 Compare the structure and elements of **authentic** Latin or Greek works of poetry with that of poems written in modern English.
B-4.1-2 Explain how the Latin or Greek language influences other languages, including their roots and prefixes.	D-4.1-2 Explain how Greek or Latin expressions, mottoes, and abbreviations are used in the modern Western world.	E-4.1-2 Explain the influence of Latin or Greek literary works on the poetry and prose of the modern Western world.

COMPARISONS

Essential Question 4.2

Why does the ability to make comparisons between the Greco-Roman culture and one's native culture expand one's understanding of culture and society in general?

Standard 4.2

Students compare and contrast their own culture with that of the Greco-Roman world.

By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

Standards for Foreign Language Learning in the 21st Century, p. 165

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-4.2-1 Compare aspects of private life (e.g., table manners, clothing, the family unit) in Greco-Roman society with those of modern Western culture.	D-4.2-1 Explain the influence that private-life customs in Greco-Roman society (e.g., leisure activities, rites of marriage and funerals) have had on modern Western culture.	E-4.2-1 Evaluate the impact that private-life customs in Greco-Roman society (e.g., leisure activities, rites of marriage and funerals) have had on modern Western culture.
B-4.2-2 Compare aspects of public life in Greco-Roman society with those of modern Western culture.	D-4.2-2 Explain how aspects of public life in Greco-Roman society have influenced modern Western culture.	E-4.2-2 Analyze the influence that public life in Greco-Roman society has had on modern Western culture.

Communities

Participate in Wider Communities of Language and Culture

Essential Question 5.1

How does the knowledge of a classical language enhance one's ability to function in a global society?

Standard 5.1

Students use their knowledge of Latin or Greek in a multilingual world.

Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language-learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-5.1-1 Recognize the use of Latin or Greek words and phrases in the scientific professions.	D-5.1-1 Understand the use of Latin or Greek words and phrases in medicine and other scientific professions.	E-5.1-1 Understand the use of Latin or Greek words and phrases in the academic, scientific, and legal professions.
B-5.1-2 Recognize traces of Latin or Greek in common English usage.	D-5.1-2 Identify the traces of Latin or Greek in one Western language other than English.	E-5.1-2 Analyze the influence of Latin or Greek on modern Western languages.

COMMUNITIES

Essential Question 5.2

How does a knowledge of Greco-Roman culture enhance one's ability to function in a global society?

Standard 5.2
Students use their knowledge of Greco-Roman culture in a world of diverse cultures.
Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to resources of the worldwide classical community. *Standards for Foreign Language Learning in the 21st Century,* p. 167

Indicators

Beginning Stage	Developing Stage	Expanding Stage
The student will	The student will	The student will
B-5.2-1 Identify examples of Greco-Roman mythology in Western art and music.	D-5.2-1 Explain the use of Greco-Roman mythology in Western literature, art, and music.	E-5.2-1 Analyze the role of Greco-Roman mythology in Western literature, art, and music.
B-5.2-2 Identify issues of social diversity in the Greco-Roman world.	D-5.2-2 Compare issues of social diversity in Greco-Roman culture with those of modern Western cultures.	E-5.2-2 Analyze issues of social diversity in Greco-Roman culture in terms of their relationship to those of modern Western cultures.

STAGE-LEVEL STANDARDS FOR CLASSICAL LANGUAGES

Beginning

Language learners who are in the beginning stage may be in any grade, depending on the language sequence established by their particular school district. Students may complete the beginning stage by the end of level 1 or continue it into level 2, depending on the program and the schedule.

Comprehension is the primary focus of the beginning stage. Students become accustomed to the sound and recognize the patterns of the classical language as they begin to imitate it. They learn decoding skills first; then they begin to understand and analyze what they read. Students in this stage are able to list, identify, name, and provide general information. They recognize high-frequency words, phrases, and short sentences. Beginning-stage learners apply predictable language syntax to build their reading skills in the language. They can understand and use everyday words, simple phrases, sentences, commands, and questions. They use strategies such as **context clues** and inference to understand simple texts.

Beginning-stage learners gain cultural awareness and the ability to recognize the products, practices, and perspectives of classical culture. They find evidence of the Greco-Roman world in their own community and are able to identify ways in which their knowledge of a classical language has expanded their knowledge of other content areas.

CLASSICAL LANGUAGES

Goal 1
Communication

BEGINNING STAGE

Essential Question 1.1

How does the ability to read a classical language enhance one's ability to communicate in one's native language?

Standard 1.1

Students read, understand, and interpret Latin or Greek.

Goal 1 defines "communication" as it applies to learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading, then, is the first standard and the key to communicating with the ancient world.***

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

The student will

B-1.1-1   Understand words, phrases, and simple sentences in Latin or Greek.
B-1.1-2   Match English derivatives to their Latin or Greek root words.
B-1.1-3   Use essential grammatical structures (including declension endings, conjugation forms, and syntax) to translate Latin or Greek texts.
B-1.1-4   Recognize specific, factual information in selected Latin or Greek passages.
B-1.1-5   Analyze sentences from selected Latin or Greek texts.
B-1.1-6   Use a bilingual dictionary as appropriate to read, understand, and/or interpret Latin or Greek texts.

Sample Activities for Standard B-1.1

B-1.1-1 Pair or group activity: The students use picture flash cards to cue the use of new Greek or Latin vocabulary and phrases.
B-1.1-2 Group activity: The students create a derivative tree with Latin root words as the tree's roots and derivatives as its branches.
B-1.1-3 Group activity: The students participate in a chariot race declining nouns and conjugating verbs on the board. (Teams use batons to represent their chariots.)
B-1.1-4 Group activity: The students read aloud a selected passage in Latin describing gladiators and answer the teacher's questions about their weaponry.
B-1.1-5 Group activity: The students create their own mnemonic device or learning strategy for recalling a particular aspect of Greek or Latin grammar.
B-1.1-6 Individual activity: The student chooses ten Greek or Latin words that have irregular forms, either in their declension or in their conjugation, and finds their base words in the classical dictionary.

Goal 1
Communication

BEGINNING STAGE

Essential Question 1.2

How does the ability to understand a classical language in both oral and written form enhance one's understanding of the nature of language in general?

Standard 1.2

Students use orally, listen to, and write Latin or Greek as part of the language learning process.

[T]he Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

The student will

B-1.2-1   Understand and respond appropriately to simple directions, commands, greetings, and questions in Latin or Greek.
B-1.2-2   Recite simple phrases and sentences in Latin or Greek.
B-1.2-3   Recite Latin or Greek with accurate pronunciation, meaningful phrase groupings, and appropriate voice inflection.
B-1.2-4   Create simple phrases in Latin or Greek.

Sample Activities for Standard B-1.2

B-1.2-1 Group activity: The students play the game Simon Dicit.
B-1.2-2 Pair or group activity: The students recite colleges' Latin mottoes, match each motto with its college, and interpret each motto's meaning.
B-1.2-3 Group activity: The students perform in the classical theater tradition a brief skit depicting a famous Roman historical event.
B-1.2-4 Individual activity: The student designs a classical greeting card.

BEGINNING STAGE

Essential Question 2.1

How does a knowledge of the relationship between the practices and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.1

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

B-2.1-1   Explain special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).
B-2.1-2   Identify examples of the geographical, political, and/or social expansion of the Greco-Roman civilization.
B-2.1-3   Identify examples of Greco-Roman daily life (e.g., games, food, clothing).
B-2.1-4   Recognize Greco-Roman belief systems that are based on the mythology of that culture.

Sample Activities for Standard B-2.1

B-2.1-1 Group activity: The students celebrate Saturnalia.
B-2.1-2 Individual or pair activity: The students design a series of maps depicting the expansion of the Roman Empire.
B-2.1-3 Group activity: The students produce a fashion show highlighting Roman clothing styles.
B-2.1-4 Group activity: The students read the story of the founding of Rome and discuss the modern-day manhole covers that are now found in that city.

BEGINNING STAGE

Essential Question 2.2

How does a knowledge of the relationship between the products and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.2

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

B-2.2-1   Identify the names, deeds, and spheres of influence of the major Greco-Roman deities.

B-2.2-2   Identify various forms of Greco-Roman architecture, works of art, and artifacts.

B-2.2-3   Recognize ways that the Greco-Roman system of education affected the literature and oratory of that culture.

Sample Activities for Standard B-2.2

B-2.2-1   Individual activity: The student creates a bubble chart showing major characteristics of deities and their interrelatedness.

B-2.2-2   Group activity: The students demonstrate with gestures the different styles of columns.

B-2.2-3   Individual activity: The student delivers a Ciceronian-style oration.

BEGINNING STAGE

Essential Question 3.1

Why does the ability to read a classical language increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicators

The student will

B-3.1-1　Identify derivatives from Greek or Latin in modern English.

B-3.1-2　Identify traces of Greco-Roman culture in the modern Western world (e.g., roman numerals, road design, architecture).

Sample Activities for Standard B-3.1

B-3.1-1　Individual activity: The student creates a crossword puzzle based upon Latin root words that relate to various subject areas.

B-3.1-2　Individual activity: The student solves word problems written in roman numerals.

BEGINNING STAGE

Essential Question 3.2

Why does an understanding of Greco-Roman culture increase one's ability to function in a variety of disciplines?

Standard 3.2

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

It [Goal 3] also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicator

The student will

B-3.2-1   Recall information about the Greco-Roman culture from passages written in Latin or Greek.

Sample Activity for Standard B-3.2

B-3.2-1   Individual activity: The student read articles from the *Pompeiiana Newsletter* and summarizes the cultural characteristics of the articles.

Goal 4
Comparisons

BEGINNING STAGE

Essential Question 4.1

Why does the knowledge of a classical language enhance one's ability to handle the English language effectively?

Standard 4.1

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

Standards for Foreign Language Learning in the 21st Century, p. 165

Indicator

The student will

B-4.1-1   Compare the structure and syntax of Latin or Greek sentences with those written in modern English.

B-4.1-2   Explain how the Latin or Greek language influences other languages, including their roots and prefixes.

Sample Activities for Standard B-4.1

B-4.1-1   Individual, pair, or group activity: The students compare the location of verbs in typical Latin sentences with that of verbs in typical English sentences.

B-4.1-2   Pair or group activity: The students create a language tree depicting the derivation of selected Latin words.

Goal 4
Comparisons

BEGINNING STAGE

Essential Question 4.2

Why does the ability to make comparisons between the Greco-Roman culture and one's native culture expand one's understanding of culture and society in general?

Standard 4.2   **Students compare and contrast their own culture with that of the Greco-Roman world.**
By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

Indicators

The student will

B-4.2-1   Compare aspects of private life (e.g., table manners, clothing, the family unit) in Greco-Roman society with those of modern Western culture.

B-4.2-2   Compare aspects of public life in Greco-Roman society with those of modern Western culture.

Sample Activities for Standard B-4.2
B-4.2-1 Individual activity: The student finds Greco-Roman recipes and compares these dishes with the ones that appear on modern menus; the student then prepares Greco-Roman dishes for the class.
B-4.2-2 Group activity: The students discuss the system of servitude that existed in Greco-Roman society and compare it with the system that existed in early American society.

Goal 5
Communities

BEGINNING STAGE

Essential Question 5.1

How does the knowledge of a classical language enhance one's ability to function in a global society?

Standard 5.1

Students use their knowledge of Latin or Greek in a multilingual world.

Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language-learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

The student will

B-5.1-1   Recognize the use of Latin or Greek words and phrases in the scientific professions.

B-5.1-2   Recognize traces of Latin or Greek in common English usage.

Sample Activities for Standard B-5.1

B-5.1-1   Group activity: The students will make a list of ten terms from scientific professions, define the terms, and state their Latin roots and/or prefixes.

B-5.1-2   Individual or group activity: The students identify examples of classical-language usage in their community at large.

BEGINNING STAGE

Essential Question 5.2

How does a knowledge of Greco-Roman culture enhance one's ability to function in a global society?

Standard 5.2

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to resources of the worldwide classical community.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

The student will

B-5.2-1   Identify examples of Greco-Roman mythology in Western art and music.
B-5.2-2   Identify issues of social diversity in the Greco-Roman world.

Sample Activities for Standard B-5.2

B-5.2-1   Group activity: The student groups each examine the works of a different Renaissance painter and identify the influences of Greco-Roman mythology that are visible in the various paintings.
B-5.2-2   Group activity: The students compare governmental aid provided to the various social classes following natural disasters in the Greco-Roman world with that following catastrophes in the modern world.

Developing

Developing-stage learners are progressing to the next step of a **sequential, articulated program**. Students in this stage will have completed at least 1 Carnegie unit of classical language study. The developing stage includes and spans beyond the second Carnegie unit.

The developing stage is characterized by language comprehension that moves from decoding skills to interpreting **authentic** texts. Students are now more reflective in their analysis of selected passages in Greek or Latin. They continue to develop syntax skills and are more accurate in their translations. Students may vacillate between the beginning and the developing stages, showing confidence and language control in some selections and not in others. They use strategies such as **context clues**, repetition, and inference to understand texts written in the classical language

Developing-stage learners recognize the interrelatedness of cultural products, practices, and perspectives and establish connections with the Greco-Roman culture. They use their knowledge of the classical language to explore multidisciplinary issues and gain awareness of varying viewpoints.

Goal 1
Communication

DEVELOPING STAGE

Essential Question 1.1

How does the ability to read a classical language enhance one's ability to communicate in one's native language?

Standard 1.1

Students read, understand, and interpret Latin or Greek.

Goal 1 defines "communication" as it applies to learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading, then, is the first standard and the key to communicating with the ancient world.***

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

The student will

D-1.1-1   Interpret selected Latin or Greek passages.
D-1.1-2   Use common Latin or Greek phrases, abbreviations, and mottoes in English sentences.
D-1.1-3   Match short Latin or Greek passages to the names of their authors.
D-1.1-4   Apply an understanding of specific information in selected Latin or Greek passages.
D-1.1-5   Analyze paragraphs from selected Latin or Greek texts.
D-1.1-6   Apply an understanding of derivatives to decipher unknown words and phrases in Latin or Greek texts.

Sample Activities for Standard D-1.1

D-1.1-1   Individual, pair, or group activity: The student creates a storyboard depicting selected passages from Latin or Greek literature.
D-1.1-2   Group activity: The students draw common Latin or Greek phrases from a hat and play a game of charades in which the opposing team has to guess the phrase being portrayed.
D-1.1-3   Group activity: The students create a T-chart matching the names of Latin or Greek authors with samples from their writings.
D-1.1-4   Individual or pair activity: The students create a model of a Roman aqueduct based on descriptions in selected passages from Latin texts.
D-1.1-5   Group activity: The students read selected Latin paragraphs and together construct an oral analysis of each of them.
D-1.1-6   Individual activity: The student uses a list of Greek and Latin roots and prefixes to identify at least three English words whose meanings are derived from each of these roots and prefixes.

Goal 1
Communication

DEVELOPING STAGE

Essential Question 1.2

How does the ability to understand a classical language in both oral and written form enhance one's understanding of the nature of language in general?

Standard 1.2

Students use orally, listen to, and write Latin or Greek as part of the language learning process.

[T]he Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

The student will

D-1.2-1   Understand and respond appropriately to complex directions, commands, and questions in Latin or Greek.

D-1.2-2   Recite complex texts in Latin or Greek.

D-1.2-3   Translate sentences from English into Latin or Greek using a variety of grammatical structures and devices (e.g., verbals, moods, prepositional phrases, subordinate clauses).

D-1.2-4   Create sentences in Latin or Greek using simple grammatical structures.

Sample Activities for Standard D-1.2

D-1.2-1 Group activity: The students model the soldiers in a Roman legion by following basic military commands.

D-1.2-2 Pair or group activity: The students recite a short passage from a Greek or Latin author's work.

D-1.2-3 Individual or pair activity: The students transform direct quotations from a Greek or Latin author's work into indirect statements in the classical language.

D-1.2-4 Pair activity: The students translate into Latin or Greek the lyrics of a well-known children's song.

DEVELOPING STAGE

Essential Question 2.1

How does a knowledge of the relationship between the practices and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.1

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

D-2.1-1   Simulate special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).

D-2.1-2   Identify major political events in Greco-Roman history and the roles of famous Greeks or Romans in those events.

D-2.1-3   Compare the roles and daily life activities of men, women, children, and slaves in ancient Greece and Rome.

D-2.1-4   Recognize ways that the belief systems of the Greeks and Romans impacted their daily practices and individual perspectives.

Sample Activities for Standard D-2.1

D-2.1-1   Group activity: The students invite the members of a global studies class to participate in a Roman banquet and explain to them the various aspects of the banquet.

D-2.1-2   Pair or group activity: The students create a pictorial representation of the battle of Cannae and write a paragraph about Hannibal's tactics.

D-2.1-3   Individual activity: The student creates a graphic organizer depicting the similarities and differences between Greek and Ethiopian slave life.

D-2.1-4   Individual or pair activity: The students create a T-chart to compare oracles' predictions with actual historical events.

DEVELOPING STAGE

Essential Question 2.2

How does a knowledge of the relationship between the products and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.2

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

D-2.2-1   Identify the names, deeds and spheres of influence of minor Greco-Roman deities.

D-2.2-2   Identify specialized Greco-Roman customs (e.g., marriage rites, presentation of the toga praetexta, funeral rites).

D-2.2-3   Explain ways that Greco-Roman political and military systems affected the literature and oratory of that society.

Sample Activities for Standard D-2.2

D-2.2-1 Pair activity: The students investigate the mythological origins of various constellations.

D-2.2-2 Group activity: The students design a sarcophagus that includes personalized details.

D-2.2-3 Individual or group activity: The students read Caesar's commentary about the Druids and then analyze the impact of the Druids upon Roman society.

CLASSICAL LANGUAGES

Goal 3
Connections

DEVELOPING STAGE

Essential Question 3.1

Why does the ability to read a classical language increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicators

The student will

D-3.1-1   Illustrate Latin or Greek terminology used in the social sciences, medicine, and law.
D-3.1-2   Explain how elements of Greco-Roman culture depicted in **authentic** texts exist in the modern-day Western world (e.g., military life, nomenclature, calendars).

Sample Activities for Standard D-3.1

D-3.1-1   Individual or pair activity: The students design an illustrated chart of legal terms used in the courts of the res publica.
D-3.1-2   Group activity: The students investigate the nomenclature that Caesar uses for the animals he discusses in the letters he wrote during his British campaign.

DEVELOPING STAGE

Essential Question 3.2

Why does an understanding of Greco-Roman culture increase one's ability to function in a variety of disciplines?

Standard 3.2

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

It [Goal 3] also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicator

The student will

D-3.2-1 Analyze **authentic** Greek or Latin passages to identify perspectives that exist in the modern Western world.

Sample Activity for Standard D-3.2

D-3.2-1 Group activity: The students read legends of the founding of modern societies and create murals depicting these legends as well as those of the founding of Rome. They then discuss the similarities and differences between the two types of legends.

Goal 4
Comparisons

DEVELOPING STAGE

Essential Question 4.1

Why does the knowledge of a classical language enhance one's ability to handle the English language effectively?

Standard 4.1

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

Standards for Foreign Language Learning in the 21st Century, p. 165

Indicators

The student will

D-4.1-1   Compare the structure and elements of **authentic** Latin or Greek works of prose with that of prose written in modern English.

D-4.1-2   Explain how Greek or Latin expressions, mottoes, and abbreviations are used in the modern Western world.

Sample Activities for Standard D-4.1

D-4.1-1   Group activity: The students create a T-chart that compares the structure of selected Latin or Greek prose works with that of modern-day English prose works.

D-4.1-2   Individual or pair activity: The students create bumper stickers that illustrate Latin or Greek mottoes and then explain the similarities between these mottos and modern ones.

Goal 4
Comparisons

DEVELOPING STAGE

Essential Question 4.2

Why does the ability to make comparisons between the Greco-Roman culture and one's native culture expand one's understanding of culture and society in general?

Standard 4.2

Students compare and contrast their own culture with that of the Greco-Roman world.

By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

Indicators

D-4.2-1 Explain the influence that private-life customs in Greco-Roman society (e.g., leisure activities, rites of marriage and funerals) have had on modern Western culture.

D-4.2-2 Explain how aspects of public life in Greco-Roman society have influenced modern Western culture.

Sample Activities for Standard D-4.2

D-4.2-1 Individual, pair, or group activity: The students participate in a simulated Greek or Roman marriage ceremony and then compare it to a modern-day marriage ceremony.

D-4.2-2 Group activity: The students compare the Greco-Roman Olympics with the modern-day Olympic games.

CLASSICAL LANGUAGES

Goal 5
Communities

DEVELOPING STAGE

Essential Question 5.1

How does the knowledge of a classical language enhance one's ability to function in a global society?

Standard 5.1

Students use their knowledge of Latin or Greek in a multilingual world.

Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language-learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

The student will

D-5.1-1   Understand the use of Latin or Greek words and phrases in medicine and other scientific professions.

D-5.1-2   Identify the traces of Latin or Greek in one Western language other than English.

Sample Activities for Standard D-5.1

D-5.1-1   Individual activity: The student matches the scientific names of plants and animals with pictures of the plants and animals.

D-5.1-2   Group activity: The students prepare a chart that shows the relationship between selected Latin words and words in the Romance languages (e.g., French, Spanish, Italian).

Goal 5
Communities

DEVELOPING STAGE

Essential Question 5.2

How does a knowledge of Greco-Roman culture enhance one's ability to function in a global society?

Standard 5.2

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to resources of the worldwide classical community.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

The student will

D-5.2-1   Explain the use of Greco-Roman mythology in Western literature, art, and music.
D-5.2-2   Compare issues of social diversity in Greco-Roman culture with those of modern Western cultures.

Sample Activities for Standard D-5.2

D-5.2-1   Individual activity: The student reads selected passages from *Lord of the Rings* and identifies prominent Greco-Roman mythological themes in the novel.
D-5.2-2   Group activity: Students compare the issues of social diversity in Rome in the first century AD with those in New York City in the early twentieth century.

Expanding

Students who reach the expanding stage have completed a minimum of 3 Carnegie units in a sequential, articulated language program. The expanding stage, which comprises level 4 instruction and above, may include any of the four Advanced Placement or the International Baccalaureate Language B (Second Language) curriculum.

Learners in this stage analyze and critique major works of classical literature. They translate, interpret, and evaluate classical works to master understanding of the Greco-Roman world. They are comfortable using **authentic** sources to support their critical analyses. Students incorporate classical phrases and gestures into their own communication.

Expanding-stage learners analyze the interrelatedness of cultural products, practices, and perspectives and maintain connections with Greco-Roman culture. They use Latin or Greek to expand their knowledge of other content areas and enhance the ability to critique multiple viewpoints.

CLASSICAL LANGUAGES

Goal 1
Communication

EXPANDING STAGE

Essential Question 1.1

How does the ability to read a classical language enhance one's ability to communicate in one's native language?

Standard 1.1

Students read, understand, and interpret Latin or Greek.

Goal 1 defines "communication" as it applies to learning of a classical language. The written messages from the ancient world, from epic poetry to Pompeian graffiti, are the major source of knowledge and our major line of communication to the Greeks and Romans. ***Reading, then, is the first standard and the key to communicating with the ancient world.***

Standards for Foreign Language Learning in the 21st Century, p. 161

Indicators

The student will

E-1.1-1   Interpret passages of Latin or Greek prose and poetry.
E-1.1-2   Apply common Latin or Greek phrases, abbreviations, and mottoes, including legal and medical terms as appropriate in modern usage.
E-1.1-3   Analyze the use of literary devices (e.g., meter, elision, epic simile) in Latin or Greek poetry.
E-1.1-4   Analyze specific information in **authentic** Latin or Greek passages.
E-1.1-5   Analyze **authentic** Latin or Greek texts.
E-1.1-6   Infer the meaning of unknown Latin or Greek words and phrases from **context clues** in **authentic** texts.

Sample Activities for Standard E-1.1

E-1.1-1   Group activity: The students debate the political ramifications of Aeneas's rejection of Dido in Virgil's *Aeneid*.
E-1.1-2   Individual, pair, or group activity: The students watch a clip from a drama about politics or the legal system, identifying the legal terms that are used and explaining their meanings.
E-1.1-3   Group activity: The students produce a rap in dactylic hexameter that is based on a scene from classical mythology.
E-1.1-4   The students discuss the historical information found in the writings of Livy or Caesar.
E-1.1-5   Individual activity: The student creates an illustrated poster for a poem by Horace, including the English translation.
E-1.1-6   Individual activity: The student attempts to translate a selected passage in Latin or Greek and then uses **context clues** to supply the words and/or phrases that he or she was unable to translate on the first try.

EXPANDING STAGE

Essential Question 1.2

How does the ability to understand a classical language in both oral and written form enhance one's understanding of the nature of language in general?

> **Standard 1.2**
>
> **Students use orally, listen to, and write Latin or Greek as part of the language learning process.**
>
> [T]he Forum and the Agora were alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The recitation of poetry published the sounds of an active literature. To hear these sounds, to imitate those cadences in the classroom, to practice writing words and ideas in the ancient language enhance the ability to read. The second standard of the communication goal emphasizes the importance of oral skills, listening, and writing as tools to improve reading.
>
> *Standards for Foreign Language Learning in the 21st Century,* p. 161

Indicators

The student will

E-1.2-1   Generate simple directions, commands, and questions in Latin or Greek.

E-1.2-2   Recite **authentic** Latin or Greek prose and poetry with attention to metrical structure, meaningful phrase grouping, and appropriate voice inflection.

E-1.2-3   Analyze famous Latin or Greek passages in terms of their literary and historical value.

E-1.2-4   Create complex sentences in Latin or Greek.

Sample Activities for Standard E-1.2

E-1.2-1   Group activity: The students act as centurions and command their cohort.

E-1.2-2   Individual activity: The student performs an oration from Cicero's speeches against Catiline.

E-1.2-3   Individual or pair activity: The students put short Latin passages onto PowerPoint slides and quiz classmates on the source and significance of the passages.

E-1.2-4   Individual activity: The student writes a letter in Latin describing the eruption of Vesuvius.

EXPANDING STAGE

Essential Question 2.1

How does a knowledge of the relationship between the practices and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.1

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Formulating an understanding of the perspectives of the Greeks or Romans through their practices and through their products is key to an understanding of their culture. The focus in Goal 2 is on the ability of students to hear (i.e., read) and see (in physical remains) the message of the Greeks or Romans.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

E-2.1-1   Analyze special activities that are characteristic of Greco-Roman culture (e.g., banquets, holiday celebrations, theater productions).
E-2.1-2   Analyze personal, social, and political relationships in the Greco-Roman world.
E-2.1-3   Analyze the perspectives of Greco-Roman society in terms of its philosophy, government, religion, and art.
E-2.1-4   Explain how the belief systems of the Greeks and Romans impacted daily practices and individual perspectives as reflected in the writings of such authors as Aristotle, Sophocles, Homer, Virgil, Horace, Catullus, Cicero, and Ovid.

Sample Activities for Standard E-2.1

E-2.1-1 Group activity: The students perform a scene from the Aeneid in the original classical context and then create a modern version.
E-2.1-2 Group activity: The students discuss the patronage system as experienced by Horace in his relationship with Maecenas.
E-2.1-3 Individual activity: The student investigates Cicero's writings on the value of the Republic.
E-2.1-4 Individual activity: The student tells the story of the chickens and the Carthaginian fleet and analyzes how the tale reflects Greco-Roman beliefs.

Goal 2
Culture

EXPANDING STAGE

Essential Question 2.2

How does a knowledge of the relationship between the products and perspectives of the Greco-Roman culture enhance one's understanding of modern Western culture?

Standard 2.2

Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Their daily life, education, politics, history, philosophy, and religious practices tell students about their perspectives, revealed both in their literary products and in remaining artifacts. Literature, as well as non-literary writing, is key to an understanding of culture; it is a product of the culture and a primary source for understanding ancient practices.

Standards for Foreign Language Learning in the 21st Century, p. 162

Indicators

The student will

E-2.2-1   Analyze the concept of the hero from its origins in Greco-Roman literature to the literature of modern times.

E-2.2-2   Analyze Greek or Roman **realia** as expressions of the Greco-Roman culture.

E-2.2-3   Analyze selected passages from Greek or Roman literature and oratory with the purpose of identifying expressions of the Greco-Roman culture.

Sample Activities for Standard E-2.2

E-2.2-1   Individual activity: The student relates Harry Potter's heroic traits to those of Odysseus.

E-2.2-2   Individual, pair, or group activity: The students analyze either in writing or in group discussion the various styles and materials of authentic death masks from the Greco-Roman world.

E-2.2-3   Individual activity: The student creates a greeting card based upon various poems by Catullus.

EXPANDING STAGE

Essential Question 3.1

Why does the ability to read a classical language increase one's ability to function in a variety of disciplines?

Standard 3.1

Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Goal 3 focuses on connecting the knowledge and understanding gained under Goal 1 (Communication) and Goal 2 (Culture) to the core subject areas: English, mathematics, science, social studies and foreign languages.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicators

The student will

E-3.1-1   Infer the meaning of specialized Latin or Greek terminology in various professional contexts including philosophy, medicine, and law.

E-3.1-2   Analyze the influence Greek or Latin texts on the literature of the modern Western world.

Sample Activities for Standard E-3.1

E-3.1-1   Group activity: The students discuss the linguistic origins of the various terms used by psychoanalysts to describe the self.

E-3.1-2   Individual activity: The student compares a political campaign speech from the first century BC with a modern-day political campaign speech.

EXPANDING STAGE

Essential Question 3.2

Why does an understanding of Greco-Roman culture increase one's ability to function in a variety of disciplines?

Standard 3.2

Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

It [Goal 3] also provides opportunities for interdisciplinary experiences in all areas of the curriculum. In addition, students use their knowledge of Greek or Latin to acquire new information as they read authentic works which may also relate to other subject areas.

Standards for Foreign Language Learning in the 21st Century, p. 164

Indicator

The student will

E-3.2-1 Compare the structure of the epic and other classical poetic forms with the structure of works of poetry from cultures other than the Greco-Roman.

Sample Activity for Standard E-3.2

E-3.2-1 Individual activity: The student writes a critical analysis focusing on the similarities between Virgil's *Aeneid* and the Anglo-Saxon epic *Beowulf*.

Goal 4
Comparisons

EXPANDING STAGE

Essential Question 4.1

Why does the knowledge of a classical language enhance one's ability to handle the English language effectively?

Standard 4.1

Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Goal 4 focuses on the comparisons that students make between the ancient and modern worlds. Through their study of the Latin or Greek language, students develop a greater understanding of the structure and vocabulary of English.

Standards for Foreign Language Learning in the 21st Century, p. 165

Indicators

The student will

E-4.1-1   Compare the structure and elements of **authentic** Latin or Greek works of poetry with that of poems written in modern English.

E-4.1-2   Explain the influence of Latin or Greek literary works on the poetry and prose of the modern Western world.

Sample Activities for Standard E-4.1

E-4.1-1   Group activity: The students compare the structure and elements of Alexander Pope's mock-epic poem *The Rape of the Lock* with those of Virgil's *Aeneid*. (The students identify such epic conventions as the invocation to the muse, the arming of the hero, and the epic battle.)

E-4.1-2   Individual activity: The student creates a graphic organizer to compare various poetic forms written in classical and modern times.

EXPANDING STAGE

Essential Question 4.2

Why does the ability to make comparisons between the Greco-Roman culture and one's native culture expand one's understanding of culture and society in general?

Standard 4.2
Students compare and contrast their own culture with that of the Greco-Roman world.
By examining and analyzing the public and private lives of the ancient Greeks and Romans, students acquire a perspective from which to examine and analyze their own culture more objectively.

Indicators

The student will

E-4.2-1   Evaluate the impact that private-life customs in Greco-Roman society (e.g., leisure activities, rites of marriage and funerals) have had on modern Western culture.

E-4.2-2   Analyze the influence that public life in Greco-Roman society has had on modern Western culture.

Sample Activities for Standard E-4.2
E-4.2-1   Group activity: The students conduct a toga praetexta ceremony and then examine modern rites-of-passage ceremonies.
E-4.2-2   Group activity: The students compare the patronage system in ancient Rome with that developed by Huey P. Long during the 1920s and 1930s in Louisiana.

Goal 5
Communities

EXPANDING STAGE

Essential Question 5.1

How does the knowledge of a classical language enhance one's ability to function in a global society?

Standard 5.1
Students use their knowledge of Latin or Greek in a multilingual world.
Goal 5 focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin or Greek enables students to develop a full understanding and appreciation of classical influences in today's world as they encounter new language-learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. *Standards for Foreign Language Learning in the 21st Century,* p. 167

Indicators

The student will

E-5.1-1   Understand the use of Latin or Greek words and phrases in the academic, scientific, and legal professions.

E-5.1-2   Analyze the influence of Latin or Greek on modern Western languages.

Sample Activities for Standard E-5.1
E-5.1-1   Individual activity: The student compares the role of English as the lingua franca in contemporary society to the role of Latin in the church and in academe in the Middle Ages.
E-5.1-2   Group activity: The students read selected Latin liturgical texts and compare them with their vernacular versions.

EXPANDING STAGE

Essential Question 5.2

How does a knowledge of Greco-Roman culture enhance one's ability to function in a global society?

Standard 5.2

Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

Understanding Greco-Roman culture provides students with a basis for interpreting events of the modern world. The tools of technology and telecommunication provide links to resources of the worldwide classical community.

Standards for Foreign Language Learning in the 21st Century, p. 167

Indicators

The student will

E-5.2-1   Analyze the role of Greco-Roman mythology in Western literature, art, and music.

E-5.2-2   Analyze issues of social diversity in Greco-Roman culture in terms of their relationship to those of modern Western cultures.

Sample Activities for Standard E-5.2

E-5.2-1   Group activity: The students discuss the figures from Greek and Roman mythology that are reflected in the novels of J. K. Rowling.

E-5.2-2   Individual activity: The students create a timeline comparing the rights of women in the Greco-Roman world to those of women in pre-twentieth-century America.

APPENDIX A

Modern and Classical Languages
Standards Glossary

Glossary	
aural	A term denoting language that is heard.
authentic	A term describing original, unchanged spoken and written materials that are intended for native speakers and thus are not specifically designed for foreign language instruction.
circumlocution	The use of multiple words to convey meaning by talking around a word or idea for which the speaker lacks precise vocabulary and/or command of the necessary language structures.
cognates	Words in different languages that are related to one another through their derivation; words in different languages that come from the same root word in a common ancestral language—for example, the English noun *defenestration* (which means "the act of throwing someone or something out of a window" and which comes from the Latin prefix *de–*, meaning "down from," and the Latin noun *fenestra*, meaning "window") and the French noun *fenêtre*, which means "window."
context clues	Information that a student can glean from a passage in a text that allows him or her to make an educated guess about the meaning of unfamiliar words or phrases within that passage.
idiom, idiomatic expression	A statement whose meaning cannot be understood or expressed as a word-for-word translation.
realia	Objects used to relate classroom teaching to real life in a target country or culture (e.g., menus, advertisements, currency).
register	The particular level of a language, formal or informal, that a speaker uses in a specific relationship such as that of peer, subordinate, or superior (e.g., *tu* vs. *vous*, *tu* vs. *usted*).
sequential, articulated program	A sequence of language instruction that operates as a systematic whole, providing a smooth, planned transition from one grade or learning level to the next.

APPENDIX B

Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed; teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. The results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

Language learning goes well beyond the memorization of grammar rules and vocabulary that many people mistake for language proficiency. The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, and to prepare lessons that are cognitively rich.

Most of the main verbs in the indicators of the academic standards for modern and classical languages reflect the names of the categories or subcategories of the cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when the educator is teaching the particular content of the indicator. For example, one might *compare* two cultures or *summarize* the achievements of the target culture. Both of these processes are included in the cognitive dimension *understand*, which has five other processes: *interpreting, exemplifying, classifying, inferring.* and *explaining.* All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive processes lower on the taxonomy may need to be addressed in order for the student to reach the next level. For example, students need to recognize and recall some details about two cultures in order to be able to *compare* them.

Tables 1 and 2 on the following pages are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing,* pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning.*

Table 1: The Knowledge Dimension	
MAJOR TYPES AND SUBTYPES	**EXAMPLES**
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it	
AA. Knowledge of terminology	Technical vocabulary, musical symbols
AB. Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together	
BA. Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB. Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC. Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods	
CA. Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB. Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC. Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton's second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one's own cognition	
DA. Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC. Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one's own knowledge level

Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

Table 2: The Cognitive Process Dimension		
CATEGORIES & COGNITIVE PROCESSES	**ALTERNATIVE NAMES**	**DEFINITIONS AND EXAMPLES**
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 3: A Taxonomy for Teaching, Learning, and Assessing						
THE KNOWLEDGE DIMENSION	**THE COGNITIVE PROCESS DIMENSION**					
	1. Remember— Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	**2. Understand—** Construct meaning from instructional messages, including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	**3. Apply—** Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	**4. Analyze—** Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	**5. Evaluate—** Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	**6. Create—** Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
A. Factual Knowledge—The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge—The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge—How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge—Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks (including appropriate contextual and conditional knowledge DC. Self-knowledge						